



**PS 110  
THE MONITOR SCHOOL**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 14K110**

**ADDRESS: 124 MONITOR STREET, BROOKLYN, NY 11222**

**TELEPHONE: 718-383-7600**

**FAX: 718-383-5053**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 14K110      **SCHOOL NAME:** Monitor School

**SCHOOL ADDRESS:** 124 Monitor Street

**SCHOOL TELEPHONE:** 718-383-7600      **FAX:** 718-383-5053

**SCHOOL CONTACT PERSON:** Anna CanoAmato      **EMAIL ADDRESS:** acanoam@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christine Greenwood

**PRINCIPAL:** Anna CanoAmato

**UFT CHAPTER LEADER:** David Fasner

**PARENTS' ASSOCIATION PRESIDENT:** Danielle Blickhahn

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 14      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Margarita Nell

**SUPERINTENDENT:** James Quail

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anna Cano Amato	*Principal or Designee	
David Fasner	*UFT Chapter Chairperson or Designee	
Danielle Blickhahn	*PA/PTA President or Designated Co-President	
Caroline Greenwood	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Greenwood	Member/Parent	
Kimberly O’Connor	Member/Parent	
Lucrecia Ochs	Member/Parent	
LuAnn Fortunato	Member/Teacher	
Shelley Maslankowski	Member/Teacher	
Antoinette Sgrizzi	Member/Teacher	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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**Our motto, "Growing Hearts and Minds", forms the basis of our core belief system with regard to the education of our children. It is this belief system, then, that influences all our decisions as we strive to provide our children with a meaningful curriculum that not only provides knowledge for the mind, but also provides the experiences that nurture the affective and social aspects of our humanity.**

**Creating strong home-school-community partnerships is a concept that we take very seriously at PS 110. Our school staff is a professional community of lifelong learners who plan together on grade level, share best practices and coordinate school-wide events together. Students of PS 110 are exposed to civic education through classroom discussions as well as projects and activities such as our partnership with a local soup kitchen where our fifth graders have worked an hour a week. Last year we partnered with The LEAGUE, a service learning organization that serves to provide our students with opportunities to give back to society.**

**Our school serves the need of every child by responding to each child's needs through appropriate assessment and collaborative planning—this includes mental health services, individualized plans for English language learners and students with special needs. Learning at PS 110 goes beyond the regular school calendar and schedule—we provide academic and enrichment programs after-school, Saturdays and during the summer months.**

**Beginning in January, PS 110 will offer a Reading and Math Invention Program for Grades 3 - 5 in preparation for the NY State English Language Arts and the NY State Math Exams. We also will have a Saturday Academy which is scheduled during the weeks approaching the standardized state exams for English Language Arts and Mathematics. Students who need extra help are encouraged to attend as well as our English Language Learners who come for help in reinforcing basic skills in reading, writing and comprehension.**

**PS 110 nurtures many relationships with community partners that share our goal of helping our children to grow into educated, responsible and caring adults. Our after-school program, which is free of charge, is provided by the North Brooklyn Development Corporation, a community based organization that aims to promote neighborhood stability, economic**

development and building affordable housing. Through this partnership, participating students receive a snack and homework help immediately after dismissal, and then spend the remainder of time doing activities that include sports, dance, music, art and computers. The after-school program also organizes educational and recreational field trips to parks, museums, puppet shows, South Street Seaport, the New York Aquarium and the Brooklyn Botanical Garden during the school year, and during July and August runs a summer camp.

In collaboration with McGolrick Park, the beautiful historic park across the street from the school, families have come out for the annual "It's My Park Day" during which the PS 110 community helped clean up litter, raked leaves and planted bulbs and seeds. Last year all of our students were involved in the creation of a Discovery Meadow. We have also formed partnerships with the Exxon Mobil Corporation, which recently provided us with needed funds to upgrade the computer lab and the Greenpoint Monitor Museum, which brings to life the integral role of our community in the Civil War.

Parents at PS 110 are a vital component to our strong community, whether they volunteer in the classrooms, join the PTA, maintain contact with their child's teacher, donate their time and talents from home or participate in family trips and activities throughout the year. Another important aspect of parent involvement at PS 110 is the role that parents play during the school day through our Learning Leaders program which recruits, trains and places volunteers in our school. The Learning Leaders at PS 110 are incredibly helpful whether they are lending a hand in the lunchroom, creating displays on hallway bulletin boards, bringing in cupcakes for a celebration, providing translation services or working one-on-one with a child who needs extra attention.

Spearheaded by our Parent Coordinator, students and their families are engaged in a myriad of activities throughout the year, some of which are aimed at just having a good time as a school-wide family, and others which have a deeper sense of giving back and civic engagement. In recent years, families have made tremendously generous donations to the annual food drive, coat drive and toys drive. Students, parents and staff come out in droves for "Family Fun" activities such as trips to see the Mets, the Harlem Globetrotters, Sesame Street Live, Ringling Bros, Barnum & Bailey Circus, Family Movie Nights (which are hosted at the school), McTeacher Night where PS 110 staff worked the counters at McDonalds and Fall Fest in October. This year, we will host a Family Night on the first Wednesday of each month where the PS 110 community will come together to share a meal and then engage in a literacy and arts and crafts project.

**The vitality of our shared mission helps to grow the hearts and minds of all our PS 110 students.**

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 110 The Monitor						
<b>District:</b>	14	<b>DBN:</b>	14K110	<b>School BEDS Code:</b>	331400010110		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	33	36	32		93.6	93.6	94.1
Kindergarten	63	50	61				
Grade 1	58	72	58	Student Stability - % of Enrollment:			
Grade 2	53	53	65	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	59	56	50		94.2	95.4	95.3
Grade 4	75	56	50				
Grade 5	84	71	53	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		62.9	62.9	62.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	0	8
Grade 12	0	0	0				
Ungraded	0	5	0	Recent Immigrants - Total Number:			
Total	425	398	371	(As of October 31)	2006-07	2007-08	2008-09
					5	8	2
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	29	16	15	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT) Classes	17	26	23	Superintendent Suspensions	0	1	0
Number all others	13	9	12				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	33	37	39
# receiving ESL services only	87	79	63				

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	6	4	Number of Administrators and Other Professionals	6	8	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	90.9	75.7	82.1
				% more than 5 years teaching anywhere	81.8	75.7	79.5
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	84.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	10.6	9.0	8.4				
Hispanic or Latino	32.0	36.2	37.2				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	2.0	2.7				
White	55.3	52.8	51.8				
<b>Male</b>	53.4	54.0	53.6				
<b>Female</b>	46.6	46.0	46.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	2	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	79.3			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.8						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

#### **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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**We have much to be proud of at PS 110. We believe that one our greatest accomplishments over the last several years was the fact that we had been able to provide for small class size in all our grades, kindergarten through fifth, with no class having more than 25 students. The average class size is 18 students. This has enabled us to truly know our students and provide them with the necessary differentiated instruction and attention that has empowered them to grow in heart and mind.**

**In conjunction with our small class size, we have developed a professional development program that has provided our teachers with the opportunities to grow their knowledge bases in literacy, math, and the content areas. These professional development opportunities have had a positive impact on our students' learning.**

**Until last year, due to a budget deficit, we had enjoyed a partnership with Teachers College at Columbia University. Through this partnership, two staff developers were in our classrooms with our teachers, administrators, and coach further developing their understanding of the balanced literacy curriculum, as well as developing strategies to enhance instruction. This partnership also included days at Teachers College where our teachers, administrators, and coach spent the day learning from experienced presenters.**

**In the area of Math, we have formed a partnership with CUNY's City College Math in the City Program. Through this collaboration we had a staff developer in our building, until this year, who helped our teachers, administrators, and coach strengthen their understanding of mathematical processes, rather than procedures. In turn, this enabled our students to deepen their mathematical understanding as well. This year, through this program, visits will be made to schools to view similar work being done in communities of learning. This practice allows for collaboration, discussion and reflection among the teaching communities involved with Math in the City.**

**We also provide our teachers with the opportunity to take advantage of CLSO and DOE professional development opportunities as we are fully cognizant of the fact that for our students to grow we have to grow as well.**

**We are especially proud of the academic accomplishments of our ELL and Special Education population. These students are exposed to the same rigorous curriculum as our other students and are held to the same high standards for achievement.**

In addition to academics, we understand the importance of the arts. Each grade flourishes with its own art residency. We have developed a strong partnership with Young Audiences of New York (YANY) and several of our grades work with this organization. Our first grade will continue its Bright Light residency through YANY, while it practices movement with the Mark Morris Dance Company. Our second grade will study percussion with an Afro-Brazilian theme and our third grade will once again study Musical Theatre in the spring.

Our fourth graders participate in the American Ballroom Theatre Company's program where they learn not only ballroom dances, but more importantly, social etiquette.

Our fifth graders will participate in Theatre for a New Audience's study of Shakespeare. This year our students will study *Measure for Measure*. As part of the residency, they see a professional performance of the play and stage their own production in the spring.

Last spring, we held a "Night of the Arts", showcasing our art residencies, and a Walk-a-thon to raise the much needed monies to continue to provide an art residency for each grade. These two events will be conducted this school year as well.

We are very pleased with the stronger relationships we have forged with CBO's. Our relationship with the North Brooklyn Development Corporation has enabled us to provide much needed after-school instruction and care for our students in a seamless manner as we work closely with NBDC. We continue our relationship with the Monitor Museum as they provide our students with an in-depth understanding of the Civil War and the integral part our Brooklyn community played in the war. We also continue our partnership with McGolrick Park. All our students use the park grounds as a learning environment. Activities have included the planting of bulbs, the study of worms and the creation of a Discovery Meadow. Finally, we have formed a relationship with the Exxon Mobil Corporation, who reached out to us as to how they could better serve the community. They are responsible for the much needed funds that allowed us to upgrade our Computer Lab and continue with our Project Arts residencies. Last year, we had their Community Relations Advisor as our Principal for a Day and we look forward to working with them as we strengthen our partnership. This year their Community Relations Advisor will once again be our Principal for a Day, a program sponsored by PENCIL.

Over the last several years we have been able to secure funds in the amount of \$300,000.00 from the City Council in order to upgrade our one-room library of out-dated materials and build playgrounds in our yards for student recess. The library and playground projects are complete. Both projects will provide our students with much needed academic and social services.

While we are proud of our 114 year old building, our physical plant layout is not always conducive to social functions and meetings. The location of our auditorium on the 4<sup>th</sup> floor makes it difficult for large group gatherings on a consistent basis. However, this does not deter us from inviting families and friends to view student performances as these performances provide our children with their moment to shine.

In addition, the location of the school, in the northern-most section of Brooklyn, while providing us with a serene environment, prevents us from accessing the cultural and social institutions that are more readily available to schools in closer proximity to public transportation. It is for this reason, that we have strived to bring the arts to PS 110, upgraded the library, secured playgrounds, and have made better use of the subway to take advantage of the cultural opportunities of New York City.

**An analysis of the data yields important information which we will use to guide us. According to our School Report Card we are a school in good standing having made adequate yearly progress in ELA, Math and Science as defined by NCLB.**

**According to our Quality Review of 2008 we are a well-developed school with the following areas in need of improvement:**

- **Disaggregate the data more fully in order to better identify trends and patterns in the performance of different groups of students over time. These groups include ethnic groups and gender groups.**
- **Focus on developing strategies and programs to further challenge high achieving students.**
- **Continue to convey high expectations of academic success to parents so that they understand the high expectations the school has for its students.**

**According to our most recent Progress Report we are an “A”, with 74.2% of our students at proficiency (Levels 3 and 4) in English Language Arts and 90.8% of our students at proficiency in Mathematics. However, with regards to student performance relative to our peer horizon, more students need to continue to achieve levels of 3 and 4 in both ELA and Mathematics as we only received an 16.4 out of possible score of 25, even though this is an improvement. This information was further delineated in our analysis of the data from the DOE’s Office of Assessment and Accountability spreadsheets for all student groups from 2006-2008. This data analysis serves to solidify our need to continue to move our students to reach proficiency levels.**

**Our Inquiry Team was successful in providing our lowest one-third of our fourth and fifth graders in ELA with the needed instruction that enabled them to achieve one year + of growth.**

**This year 100% of our classroom teachers will be involved in Inquiry Team work. The school focus will be on vocabulary development because of the research conducted in the field of comprehension (Anderson & Freebody, 1981; Baumann, Kame’enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). It is clearly evident that a strong focus on vocabulary development plays a crucial role on successful reading comprehension. There is therefore a need to provide instruction in the skills and strategies necessary for vocabulary development if we hope to enable our students to become life-long readers. Each grade will focus on vocabulary as determined by the needs of the students in that grade. Inquiry Team members will study vocabulary development on and across grades as we delve further into improving reading comprehension.**

**In looking at further quantitative data, in the form of TC Independent Reading Assessments and Reading Logs, and qualitative data; for example, in the form of teacher observation, there is also a need to strengthen reading in the content areas through better use of non-fiction.**

**The analysis of these data sources has also exemplified our need to further better our understanding and implementation of data to inform instruction.**

**Finally, a study of our Attendance data, as analyzed from our School Demographics and Accountability Snapshot, as well as yearly, monthly and daily attendance data sources, indicates a need to reflect on our Attendance Plan and its procedures so as to successfully attain our goal of a 95% attendance rate for the 2009-2010 school year.**

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**After conducting our needs assessment, the SLT determined that more of our third, fourth, and fifth graders need to make better progress in attaining proficiency levels on the state ELA Assessment. This analysis led to Goal 1:**

**Goal 1: 100% of classroom teachers in grades three through five will provide their students with the necessary skills for them to author their personal reading plans, which will be revised three times a year.**

**After conducting our needs assessment, the SLT determined that, although we have received the 90<sup>th</sup> percentile on the state Math Assessment, more of our third, fourth, and fifth graders need to make better progress in attaining proficiency levels on the state Math Assessment. This analysis led to Goal 2:**

**Goal 2:**

- In order to strengthen math communication, 100% of classroom teachers will create and present at least one investigation (in-depth real-life problem-solving situations) per marking period.
- In order to strengthen math communication, 70% of classroom teachers will create and present strings (related problems to develop computational strategies) at least once a week.

**After conducting our needs assessment, the SLT determined that increasing parent involvement is essential to the success of our students. This analysis led to Goal 3:**

**Goal 3: Through the efforts of the parent coordinator and staff developers, we will increase parental/family involvement and participation at school events and activities by 10%, so as to ensure that parents are our partners in the education of their children.**

**After conducting our needs assessment, the SLT determined that it is necessary for the school to provide further opportunities for enrichment which will serve to address the area of improvement on our Quality Review (2007-2008) which stated:**

- Focus on developing strategies and programs to further challenge high achieving students.

**This analysis led to Goal 4:**

**Goal 4: We will increase enrichment opportunities so as to reach 65% of our student population in grades one through five.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>100% of classroom teachers in grades three through five will provide their students with the necessary skills for them to author their personal reading plans, which will be revised three times a year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Meet with classroom teachers and Literacy Coach to provide professional development in the creating and implementing of their students’ personal reading plans</b></li> <li>• <b>Provide teachers with professional literacy resources to assist in creating personal reading plans, which will include the development of:</b> <ul style="list-style-type: none"> <li>➤ <b>Interest Inventories</b></li> <li>➤ <b>Surveys</b></li> <li>➤ <b>Reading Logs to track volume and stamina</b></li> <li>➤ <b>Reflections</b></li> <li>➤ <b>Mini-lessons</b></li> </ul> </li> <li>• <b>Demonstrate the use of literary tools in creating reading plans by the Literacy Coach</b></li> <li>• <b>Create co-teaching opportunities in the classroom where the Literacy Coach assists the classroom teacher</b></li> <li>• <b>Provide opportunities for inter-visitations where classroom teachers can observe their colleagues enabling their students’ work towards creating their reading plans</b></li> <li>• <b>Schedule common preps so classroom teachers can analyze student data, track student progress, and plan collaboratively as to next steps in creating student reading plans</b></li> <li>• <b>Schedule C4E allocations to fund the Literacy Coach position</b></li> <li>• <b>Develop an Instructional Cabinet where lead teachers meet with</b></li> </ul>

	<p>administration and coaches to discuss instructional needs, analyze data and plan next steps, horizontally and vertically, with lead teachers disseminating information to colleagues</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Schedule C4E allocations to fund the Literacy Coach position</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Analysis of:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Plans</b></li> <li>• <b>Interest Inventories</b></li> <li>• <b>Surveys</b></li> <li>• <b>Reflections</b></li> <li>• <b>Student Reading Logs</b></li> </ul> <p><b>To coincide with distribution of report cards: November, March, June</b></p>

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• In order to strengthen math communication, 100% of classroom teachers will create and present at least one investigation (in-depth real-life problem-solving situations) per marking period.</li> <li>• In order to strengthen math communication, 70% of classroom teachers will create and present strings (related problems to develop computational strategies) at least once a week.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Meet with classroom teachers and Math Coach to provide professional development in the creating and implementing of investigations and strings.</li> <li>• Provide teachers with professional mathematical resources to assist in creating investigations and strings.</li> <li>• Demonstrate investigations and strings by the Math Coach</li> <li>• Create co-teaching opportunities in the classroom where the Math Coach assists the classroom teacher</li> <li>• Provide opportunities for inter-visitations where classroom teachers can observe their colleagues presenting investigations and strings</li> <li>• Attend grade level Math Learning Communities throughout the city through City College’s Math in the City Program</li> <li>• Schedule common preps so classroom teachers can analyze student data, track student progress, and plan collaboratively as to next steps in investigations and strings</li> <li>• Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities</li> <li>• Schedule funding for grade participation in City College’s Math in the City Program</li> <li>• Develop an Instructional Cabinet where lead teachers meet with administration and coaches to discuss instructional needs, analyze data and plan next steps, horizontally and vertically, with lead teachers disseminating information to colleagues</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities</li> <li>• Schedule funding for grade participation in City College’s Math in the City Program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student work created and analyzed during investigations</li> <li>• Strings Charts created by the students</li> <li>• Teacher Observations</li> <li>• Pre/Post Assessments</li> </ul> <p>To coincide with distribution of report cards: November, March, June</p>

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Through the efforts of the parent coordinator and staff developers, we will increase parental/family involvement and participation at school events and activities by 10%, so as to ensure that parents are our partners in the education of their children.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Conduct Parent Survey to assess needs <ul style="list-style-type: none"> <li>○ On-line: <a href="http://surveymonkey.com">surveymonkey.com</a></li> <li>○ Paper/Pencil: back-packed home</li> </ul> </li> <li>• Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers</li> <li>• Invite parents to September Open Houses to meet with their children’s teachers and learn of the expectations for the new grade</li> <li>• Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line</li> <li>• Provide on-going support for ELL parents through translation of materials and translation services at meetings and events</li> <li>• Provide ESL classes for adults twice a week – Monday and Wednesday evenings</li> </ul>

- Invite and provide training for parents and family members to become Learning Leaders and volunteer their time and talents to our school community
- Create Family Night once a month to promote family involvement in both academic and social activities
- Create First Friday mornings to promote family involvement in the classroom
- Provide workshops for parents on navigating and understanding the use of data in ACUITY and the ARIS Parent link
- Conduct workshops by staff developers in Literacy and Mathematics standards and test preparation
- Conduct workshops by staff developers based on parental needs and interests through the use of Title I funds
- Celebrate students and parents by giving awards at PTA meetings and assembly programs
- Invite parents/family members to serve on committees and volunteer for events, such as the October Penny Social, November Art Fair, March Book Fair, and June Walk-a-thon, Bake and Candy Sales
- Invite parents to chaperone class trips and to attend class publishing parties
- Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
- Encourage parents/family members to become members of the PTA and SLT
- Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home
- Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
- Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
- Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• <b>Schedule Title I 1% Parent Involvement monies to provide for workshops based on parent/guardian interests and needs</b></li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• <b>Flyers of workshops and events sent to parents/guardians</b></li> <li>• <b>Agendas for the meetings and workshops</b></li> <li>• <b>Increased attendance at PTA meetings, school events, trips, assembly programs, workshops</b></li> <li>• <b>Evaluation of workshops</b></li> </ul>

**Subject/Area (where relevant):** Enrichment

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>We will increase enrichment opportunities so as to reach 65% of our student population in grades one through five.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• <b>Meet with classroom teachers to provide professional development in the creating and implementing of enrichment clusters, making certain that these clusters will challenge our higher performing students</b></li> <li>• <b>Provide teachers with professional resources to assist in creating enrichment clusters</b> <ul style="list-style-type: none"> <li>➤ <b>Materials -- The Renzulli Schoolwide Enrichment Model</b></li> <li>➤ <b>Renzulli Learning System</b></li> </ul> </li> <li>• <b>Increase the number of enrichment clusters to include all third, fourth, fifth graders</b></li> <li>• <b>Present Interest Inventories to the third, fourth, and fifth</b></li> </ul>

	<p>graders so as to create enrichment clusters truly around their interests</p> <ul style="list-style-type: none"> <li>• Plan nine “Lunch and Learns” for this school year, beginning in October to present to the third, fourth, and fifth graders</li> <li>• Reach out to the community for “Lunch and Learn” presenters through back-packing</li> <li>• Create a recreational after-school program of enrichment offerings</li> <li>• Create a talent chorus for third, fourth and fifth graders</li> <li>• Utilize Visual Thinking Strategies of the VUE (Visual Understanding in Education) Organization, which promotes critical thinking skills through the use of art</li> <li>• Schedule the time period of the week, Thursday afternoons, for the enrichment clusters</li> <li>• Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities</li> <li>• Schedule funding so as to allow for the use of a City Council grant, through the efforts of Councilmember David Yassky, to fund the after-school recreational program</li> <li>• Schedule funding for per session of teachers/supervisor who will work in the after-school recreational program</li> <li>• Schedule funding so as to purchase materials for the created enrichment opportunities</li> <li>• Secure materials and funding through donations, grants, and fundraising efforts for the created enrichment opportunities</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities</li> <li>• Schedule funding so as to allow for the use of a City Council grant, through the efforts of Councilmember David Yassky, to fund the after-school recreational program</li> <li>• Schedule funding for per session of teachers/supervisor who will work in the after-school recreational program</li> <li>• Schedule funding so as to purchase materials for the created enrichment opportunities</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Student Interest Inventories</b></li> <li>• <b>Student Selection Sheets for the cycles of enrichment clusters</b></li> <li>• <b>Student/Teacher Evaluations of enrichment opportunities</b></li> <li>• <b>Attendance Sheets for after-school recreational program</b></li> <li>• <b>Final products and/or presentations created during enrichment opportunities</b></li> <li>• <b>Pre/Post Assessments of the VTS Program</b></li> <li>• <b>Flyers and letters home announcing enrichment opportunities</b></li> </ul>
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**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT**

FOR ALL SCHOOLS

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2		1	
1			N/A	N/A	0		1	
2			N/A	N/A	0		1	
3			N/A	N/A	0		1	
4	5	0	0	0	3		1	
5	5	1	6	11	1		1	
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <b>Reading Connections</b> <b>Strategies To Achieve Reading Success</b> <b>Building Fluency Through Readers Theatre</b> <b>Time for Kids</b> <b>Comprehension Matters</b> <b>ELA Rehearsal</b>	<b>Whole class instruction; during the school day</b> <b>Whole class instruction; during the school day</b>  <b>Small group instruction; extended day</b>  <b>Small group instruction; extended day</b> <b>Whole class instruction; after-school</b> <b>Whole class instruction; Saturday</b>
<b>Mathematics:</b> <b>Everyday Math Games</b> <b>MitC Investigations</b> <b>NYS Math Continental Press</b> <b>Comprehensive Math Assessment</b> <b>Test Ready Omni</b> <b>NYS Coach March to March</b> <b>Count on It</b> <b>Breakaway Math</b> <b>Math Rehearsal</b>	<b>Small group instruction; extended day; whole class during the day</b> <b>Small group instruction; extended day; whole class during the day</b> <b>Whole class instruction; during the school day</b> <b>Small group instruction; extended day</b> <b>Small group instruction; extended day</b> <b>Small group instruction; extended day</b> <b>Whole class instruction; after-school</b> <b>Whole class instruction; Saturday</b> <b>Whole class instruction; Saturday</b>
<b>Science:</b> <b>FOSS</b>	<b>Small group instruction; extended day</b>
<b>Social Studies:</b> <b>Mastering the NYS 5<sup>th</sup> Grade Social Studies Standards</b>	<b>Small group instruction; extended day</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One-on-One and small group as determined by the PPT</b> <b>One-on-One crisis intervention as needed</b>

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-on-One and small group as determined by the PPT</b>
<b>At-risk Health-related Services:</b>	<b>Case by case as determined by the needs of the students School Nurse provides instruction in living with asthma</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**PS 110  
Language Allocation Policy  
2009-2010**

**School ELL Profile**

**ELL Identification Process**

Upon registering a new student, the pupil Accounting Secretary distributes the Home Language Identification Survey (HLIS) to the students' parents/guardians, which consists of the informal oral interview in English and the native language, and the formal initial assessment. The ESL teacher, in conjunction with the Pupil Accounting Secretary, is responsible for the initial screening. Based on the information on the HLIS the ESL teacher administers the LAB-R, if necessary. In addition, monthly admission and discharge reports are generated and copies are given to the ESL teacher to update records and administer LAB-R's to newly admitted students.

The following individuals comprise the PS 110 LAP Team:

- Anna Cano Amato                      Principal
- Anna Rocchio                          Assistant Principal
- Dana Raciunas                         Literacy Coach
- Meredith Jose                          Math Coach
- Rosemarie Visconti                    Teacher – ESL
- Genevieve LaRiva                      Teacher – Special Education
- Michelle Mangiaracina                Teacher – General Education
- Guidance Counselor                  Barbara Morales
- Related Service Provider             Geraldine Colakov
- Parent Coordinator                    Tara Atson
- Parent                                      Christopher Laukamg
- Network Leader                         Margarita Nell
- Evelyn Santiago                         SAF
- Karen Moskowitz                       Other: Teacher – General Education

Upon receiving NYSESLAT scores in the spring, the scores are analyzed and student needs in terms of frequency and level of instruction are determined. Decisions are then reached as to whether these students' needs will be accommodated in a push in/pull out or both free standing ESL model of instruction.

Principal: **ANNA CANO AMATO**  
Assistant Principal: **ANNA ROCCHIO**  
124 Monitor Street, Brooklyn, NY 11222  
**Phone:** 718-383-7600 **Fax:** 718-383-5053

There is an ELL parent orientation meeting in late September after the new ELL population has been identified. This meeting consists of discussion of the ELL identification process, the ELL testing program, including LAB-R, interim assessments and NYSESLAT. Translators are available at these meetings and, in addition, a video is shown which further explains program choices. After the orientation meeting the ESL teacher distributes entitlement letters. She ensures that the entitlement letters are returned as well as the Parent Survey and Selection Forms. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices. All parental requests are carefully reviewed by the ESL teacher. If there were a growing desire for TBE we would count the number of children in that specific native language language group. If the number were 15 or more, on or across levels, a TBE class would be opened as mandated. However, this program model has not yet been requested by a sufficient number of parents, nor have the numbers indicated a need for it. Since only the free standing ESL model is offered at PS 110, our Parent Coordinator assists the parents in further choices available in other schools.

A review of Parent Survey and Program Selection forms over the past two years indicates that there is a trend toward monolingual instruction for ELLs. For example, in the 2007-2008 school year, of the 12 parents who responded, all requested ESL. Similarly, in the 2008-2009 school year, of the 24 parents who responded, all requested ESL as well.

If parents chose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

**ELL Demographics**

PS 110 is a Pre-Kindergarten through Fifth Grade elementary school located in Greenpoint Brooklyn. We currently have 360 students enrolled with the following ethnic composition:

Black or African American	8.4
Hispanic or Latino	37.2
Asian or Native Hawaiian/Other Pacific Isl.	2.7
White	51.8

(These figures are from the 2008-2009 Demographic Report)

We currently service 64 ELL students. Our ELL students, therefore, comprise 17.78% of our student population.

The number of ESL students by grade is as follows;

- Kindergarten            23
- First                        20
- Second                    6
- Third                        8
- Fourth                     3
- Fifth                        4

The number of ELLs by Subgroups are as follows:

➤ All ELLs	64
➤ SIFE	0
➤ Newcomers (yrs. 0-3)	58
➤ ELLs (yrs. 4-6)	4
➤ Special Education	1
➤ Long-Term	1

The number of ELLs by grade in each language group is as follows:

	Spanish	Chinese	Arabic	Polish	Total
➤ Kindergarten	10	1	0	12	23
➤ First	4	0	1	15	20
➤ Second	4	0	0	2	6
➤ Third	1	0	0	7	8
➤ Fourth	0	0	2	1	3
➤ Fifth	2	0	0	2	4

We utilize a Push-in/Pull-out model to instruct our ELLs. In this organizational model, while pushing-in, the ESL teacher co-teaches with the classroom teacher and confers with a heterogeneous (mixed proficiency levels) ESL group. When pulling-out, children with similar needs are grouped together, especially considering Beginners and Intermediates who are mandated to receive 360 minutes of instruction. Advanced ELLs receive 180 minutes of instruction primarily in a push-in setting.

We deliver explicit ESL instruction through a program of Balanced Literacy. We employ both Readers and Writers Workshops when we push-in. On occasion, we scaffold in content area instruction as well. When we pull-out, we also use components of the Balanced Literacy program, such as read-alouds, guided reading, interactive writing, etc.

Some of the instructional materials used to support the learning of ELLs includes: charts, bilingual dictionaries, the Leap Frog program, computer software, and interactive websites, such as StarFall.com and PortaPortal.com, leveled books, math manipulatives, maps and pictures for Social Studies and Science, graphic organizers, etc.

Our newcomers and SIFEs are pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking. We also utilize the Leap Frog program to develop vocabulary, fluency, and phonics. During our push-in model, SIFEs are given bilingual buddies (peer tutoring) to assist them. They are also given strategy lessons with children who have similar needs.

Since NCLB now requires ELA testing for ELLs after one year, the instructional plan we employ is similar to the one set in place for our newcomers and SIFEs. However, we also focus on test-taking skills and procedures.

For our long term ELLs, we will continue to support their development through Readers and Writers Workshops, as well as using scaffolding techniques in content area studies. We also confer with classroom teachers and administration so that in certain cases children may be brought to the attention of the Pupil Personnel Team for children at risk.

Our plan for alternative placement in Special Education is to provide these special needs students with para-professionals, as well as peer tutoring and academic intervention with our Reading and Math specialists and our IEP teacher.

For students who have reached proficiency, we provide additional ESL by conferencing with them during the Push-in model in Readers and Writers Workshops. In addition, students still in need receive other forms of Academic Intervention which includes, but is not limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELLs who have achieved proficiency level will still be provided with their testing accommodations for two additional years so as to give them the support needed to ensure their success.

Readers and Writers Workshops are extremely beneficial for all our ELL students, especially for newcomers and SIFEs. These models of instruction provide alphabet charts, books, class-made instructional charts and other scaffolds for these students. Newcomers and SIFEs benefit from individual attention provided in one-to-one conferencing between the student and the teacher. In this way, additional individualized instruction is provided. During Writers Workshop, the important facets of word work, phonics, reading and writing are all addressed. During Readers Workshop, reading skills and strategies are addressed. Within the Reading and Writing Workshops, newcomers and SIFEs are given a bilingual buddy which further assists the ELL with comprehension and with the ability to perform the task. Also, the before/after School, the Saturday program and the extended day program provide for additional academic interventions.

In addition, all ELLs participate in all program choices in the building, including Arts Residencies, Enrichment Clusters, Lunch and Learns and the newly formed Chorus.

### **Professional Development**

Professional Development will be provided for all teaching staff involved in servicing the ELLs. This professional development will include the minimum 7.5 hours of ELL training for all staff as per Jose P. This training will occur during weekly grade conferences and records of these training sessions will be maintained in the Staff Development binder, which is kept in the principal's office. In addition, professional development will also be provided for non-teaching staff, which will include, but is not limited to, the secretaries and the parent coordinator.

Topics to be discussed include, but are not limited to:

- Language Acquisition
- Scaffolding Techniques
- Instruction in Literacy and Math
- Considerations for ELLs in a Balanced Literacy Program

- Using the Native Language to Support English Language Acquisition

In addition, a study group is formed to study the new research and read pertinent books on the ELL student. The book for the study group this year is *English Language Learners Day by Day, K-6 A Complete Guide to Literacy, Content-Area, and Language Instruction* by Christina M. Celic.

The Language Allocation Team will meet in September and June to review and make the necessary changes in the policy.

There will be weekly collaborative planning sessions between classroom and ESL teachers across the grades. This will ensure that curriculum is consistent and applied appropriately, providing ELLs with the additional support they need.

### Parental Involvement

One of our 4 goals for this school year is improving parental involvement inclusive of parents of ELLS. The following goal appears in the PPR and the CEP for the 2009-2010 school year:

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To increase parental/family involvement through the efforts of the parent coordinator and staff developers so as to ensure that parents are our partners in the education of their children.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>Increase participation of parents at school events and activities by 10%</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Conduct Parent Survey to assess needs               <ul style="list-style-type: none"> <li>○ On-line: <a href="http://surveymonkey.com">surveymonkey.com</a></li> <li>○ Paper/Pencil: back-packed home</li> </ul> </li> <li>• Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers</li> <li>• Invite parents to September Open Houses to meet with their children's teachers and learn of the expectations for the new grade</li> <li>• Post flyers in the building and on the announcement board about</li> </ul>

	<p>upcoming events; as well as back-packing the information home and placing it on line</p> <ul style="list-style-type: none"> <li>• Provide on-going support for ELL parents through translation of materials and translation services at meetings and events</li> <li>• Provide ESL classes for adults twice a week – Monday and Wednesday evenings</li> <li>• Invite and provide training for parents and family members to become Learning Leaders and volunteer their time and talents to our school community</li> <li>• Create Family Night once a month to promote family involvement in both academic and social activities</li> <li>• Create First Friday mornings to promote family involvement in the classroom</li> <li>• Provide workshops for parents on navigating and understanding the use of data in AUCITY and the ARIS Parent link</li> <li>• Conduct workshops by staff developers in Literacy and Mathematics standards and test preparation</li> <li>• Conduct workshops by staff developers based on parental needs and interests through the use of Title I funds</li> <li>• Celebrate students and parents by giving awards at PTA meetings and assembly programs</li> <li>• Invite parents/family members to serve on committees and volunteer for events, such as the October Penny Social, November Art Fair, March Book Fair, and June Walk-a-thon, Bake and Candy Sales</li> <li>• Invite parents to chaperone class trips and to attend class publishing parties</li> <li>• Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters</li> <li>• Encourage parents/family members to become members of the PTA and SLT</li> <li>• Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home</li> <li>• Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community</li> <li>• Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community</li> <li>• Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator</li> </ul>
<p><b>Evidence</b></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Flyers of workshops and events sent to parents/guardians</li> <li>• Agendas for the meetings and workshops</li> <li>• Increased attendance at PTA meetings, school events, trips, assembly programs, workshops</li> <li>• Evaluation of workshops</li> </ul>

### **Assessment Analysis**

Our school uses Teachers College Reading Assessments to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue to growth in the English language. For example, while they are transferring work attack skills from their native language to English, their fluency and expressive language must be developed.

NYSESLAT and State Assessments results are as follows:

### **Overall NYSESLAT Proficiency Results:**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Total
Beginner (B)	23	4	1	1	1	0	30
Intermediate (I)	0	6	3	3	1	1	14
Advanced (A)	0	10	2	4	1	3	20
Total	23	20	6	8	3	4	64

### **NYSESLAT Modality Analysis:**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Listening/ Speaking	B	1	0	0	0	0
	I	2	0	1	1	0
	A	4	4	4	0	0
	P	11	1	3	3	4
Reading/ Writing	B	2	1	1	0	0
	I	5	3	3	1	1
	A	11	1	4	3	3
	P	0	0	0	0	0

### **NYS ELA:**

GRADE	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	2	0	0	2
5	0	3	1	0	4

### **NYS Math:**

GRADE	Level 1 Eng. NL	Level 2 Eng. NL	Level 3 Eng. NL	Level 4 Eng. NL	Total
3	0	0	0	0	0
4	0	0	2	0	2
5	1	0	3	0	4

**NYS Science:**

	Level 1	Level 2	Level 3	Level 4	Total
GRADE	Eng. NL	Eng. NL	Eng. NL	Eng. NL	
4	1	1	2	0	4

**NYS Social Studies:**

	Level 1	Level 2	Level 3	Level 4	Total
GRADE	Eng. NL	Eng. NL	Eng. NL	Eng. NL	
5	4 1	3	6	1	15

The data patterns across proficiency levels and grades reveal that our ELLs' greatest need is in the Reading and Writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs' greatest need is in Reading and Writing, we will endeavor to emphasize Readers and Writers Workshops, shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program. In addition, strategy lessons in Reading and Writing will also be employed to further individualize instruction and assist our students.

Patterns emerging across NYSESLAT modalities of reading/writing and listening/speaking affect instructional decisions by individual classroom teachers and are discussed at grade level conferences, as well as Inquiry Team meetings. The patterns indicate that oral expression and vocabulary development affect students' writing proficiency, as well as their ability to acquire content area material.

ELLs' English language growth is a result of an English immersion model. In addition to classroom and targeted ESL instruction, students who participate in before/after school programs, extended day, Saturday Academies, recreational and extra ELL support programs acquire proficiency at quicker rates.

ELL periodic assessments inform teachers and the school leadership of the rate of growth. Results indicate the loss of English language when students are immersed in their native language during the summer months. Upon return to school in the fall, they struggle to "catch up."

Success is evaluated not only by continued growth as indicated by periodic assessments and scores achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.

Filename: 14K110 LAP 2009-10\_ Final.doc  
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Batch15\Process\CEP\_K110  
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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>CLSO/14</b>	School <b>PS 110 -- Monitor School</b>
Principal <b>Anna Cano Amato</b>	Assistant Principal <b>Anna Rocchio</b>
Coach <b>Dana Raciunas</b>	Coach <b>Meredith Jose</b>
Teacher/Subject Area <b>Rosemarie Visconti/ESL</b>	Guidance Counselor <b>Barbara Morales</b>
Teacher/Subject Area <b>Genevieve LaRiva/Special Ed.</b>	Parent <b>Christopher Laukamg</b>
Teacher/Subject Area <b>Michelle Mangiaracina/Gen Ed.</b>	Parent Coordinator <b>Tara Atson</b>
Related Service Provider <b>Geraldine Colakov</b>	SAF <b>Evelyn Santiago</b>
Network Leader <b>Margarita Nell</b>	Other <b>Karen Moskowitz</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>360</b>	Total Number of ELLs	<b>64</b>	ELLs as Share of Total Student Population (%)	<b>17.78%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):     

Number of third language speakers:     

Ethnic breakdown of EPs (Number)

African-American:     

Asian:     

Hispanic/Latino:     

Native American:     

White (Non-Hispanic/Latino):     

Other:     

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

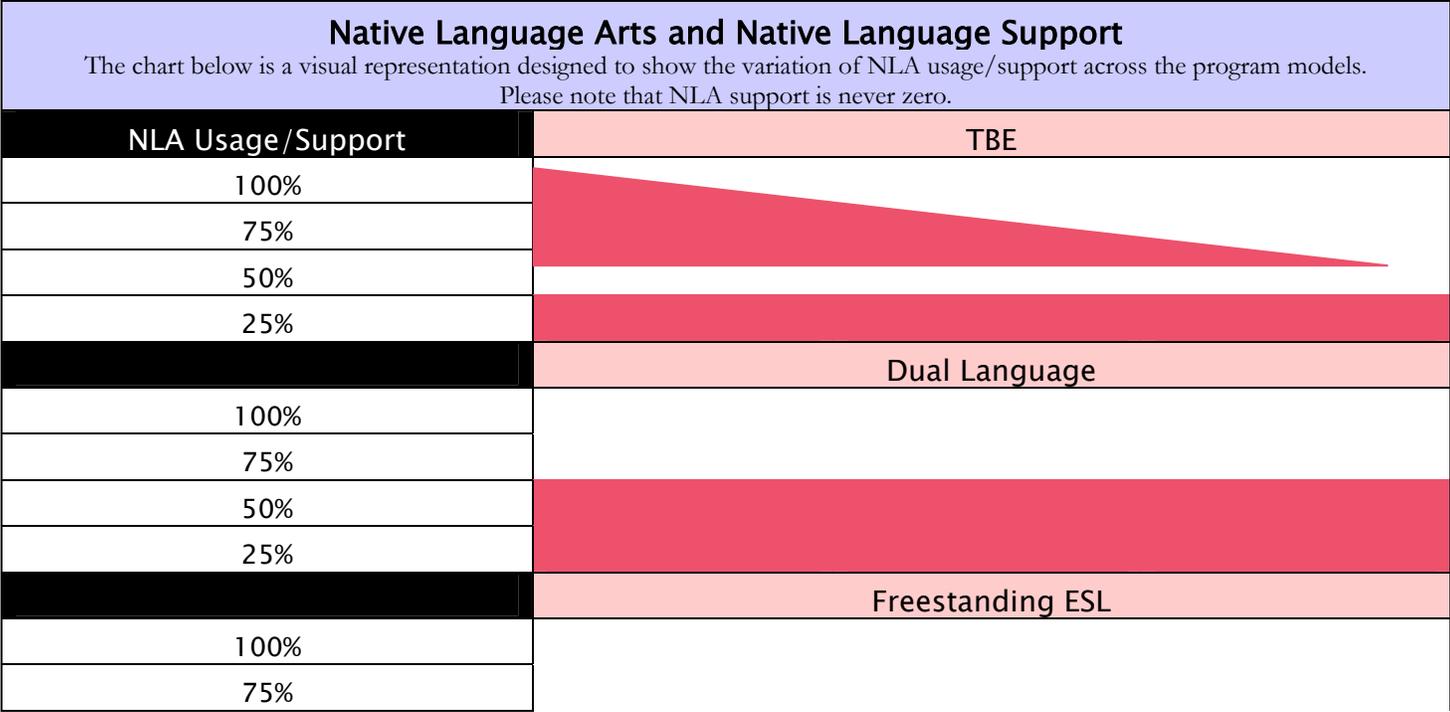
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	4	4	1		2				21
Chinese	1									1
Russian										0
Bengali										0
Urdu										0
Arabic	0	1			2					3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	12	15	2	7	1	2				39
Albanian										0
Other	0									0

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>23</b>	<b>20</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS      INTERMEDIATE      ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	23	4	1	1	1					30
Intermediate(I)		6	3	3	1	1				14



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		2				4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	1	3		6		1		15
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		

	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 14K110 LAPK\_8 2009-10\_Final.doc  
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Author: rbellis  
Keywords:  
Comments:  
Creation Date: 10/7/2009 10:00:00 AM  
Change Number: 32  
Last Saved On: 1/3/2010 2:15:00 PM  
Last Saved By: Anna & Paul Amato  
Total Editing Time: 683 Minutes  
Last Printed On: 3/8/2010 11:47:00 AM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 5,827 (approx.)  
Number of Characters: 33,218 (approx.)

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) K – 5      Number of Students to be Served: 64 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_**

**Number of Teachers 1      Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**In order to reduce the number of our Level 1 and 2 ELL students as well as to provide for our beginning and intermediate students, we at 14K110 have decided to use the majority of our Title III funds to provide direct instruction through an After School program for our English Language Learners in grades K to 5.**

**For grades K-5, this intervention program will be Tuesdays and Thursdays from 3:15 to 4:45 and for a total of 30 hours, or 20 sessions, beginning February 2, 2010 and ending April 22, 2010. The After School program will comprised of no more than 20 students per class.**

**1 TR x (1.5 hr x 20 sessions) 30 hrs x \$49.89 = \$1,496.70 x 5 TR = \$7483.50**

**In addition, there will be a supervisor in charge of this after school program.**

**1 SUPR. x (1.5 hr. x 20 sessions) 30 hrs. x 52.21 = \$1556.30**

**Instruction will be provided by teachers with ESL experience. Grades K -2 will utilize an oral language intervention program published by Rourke Classroom Resources, in addition to the Wilson Foundations Program and the Leapfrog Program. Grades 3-5 will utilize NYSESLAT Preparation materials, as well as ELA and Math Prep materials. This year again we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills.**

**Total Instruction: \$9039.80**

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

**Study Groups will be formed for teachers of all ELL students. Topics for discussion will include but will not be limited to:**

- **Language Acquisition**
- **Scaffolding Techniques**
- **Instruction in Literacy and Math**
- **Considerations for ELL in a Balanced Literacy Program**

Tentatively, the ELL Study Group will begin on February 24, 2010 and end on April 7, 2010. A supervisor will serve as facilitator and ensure that the members of the study group remain focused and engaged in their pursuit of additional information and strategies in working with ELL populations. The book for the study group this year is *English Language Learners Day by Day, K-6 A Complete Guide to Literacy, Content-Area, and Language Instruction* by Christina M. Celic.

Study Groups (6 sessions x 1 hr) x 6 teachers x 49.89 = \$1796.04

Supervisor 6 sessions x 52.21 = \$313.26

**Total: \$2109.30**

**Form TIII – A (1)(b)**

School: PS 110      BEDS Code: 33-14-0001-0110

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	<b>\$11159.10</b>	<b>150 hours of per session for ESL and General Ed teacher to support ELL Students: 150 hours x \$49.89 (current teacher per session rate with fringe) = \$7483.50</b>  <b>Supervisor 30 hours of per session for 52.21(current</b>

		<p>supervisor per session rate with fringe)=1566.30</p> <p>Study Groups 6 sessions X6 teachers = \$1796.04</p> <p>Supervisor 6 sessions x 52.21 = \$313.26</p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		<p>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<p><b>\$ 3840.90</b></p>	<p>VTS Visual Teaching Strategies</p>
<p><b>Educational Software (Object Code 199)</b></p>		<p>(Example: 2 Rosetta Stone language development software packages for after school program)</p>
<p><b>Travel</b></p>		
<p><b>Other</b></p>		
<p><b>TOTAL</b></p>	<p><b>\$15,000.00</b></p>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written translations in Spanish and Polish.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Again, based on our HILS survey, the number of parents seeking translators for Parent Teacher Conferences and the number of non-English parents attending PTA meetings, PIP workshops, and other related school events, determines that we need a Spanish and Polish oral interpreter. This information was disseminated at a SLT and PTA meeting.**

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**Written translations would include:**

- **Permission slips regarding needed services**
- **All Principal's correspondences**
- **Information regarding before and after school programs**
- **Information on student's academic testing and achievement**

**Translations will be provided by our in-house school staff. DOE does not provide all translated documents in Polish.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**We plan to provide Spanish and Polish interpreters for the following events:**

- **Parent Teacher Conferences**
- **PIP workshops**
- **Parent workshops on academic curriculum**
- **Communication with the parent regarding their child's academic and social success.**

**This service will increase the parents' access to information regarding their children's educational options, provide for a shared parent-school accountability, and increase the parents' capacity to improve their children's achievements. These services will be provided by our in-house school staff who speak the native languages of Polish or Spanish.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**As mentioned above, any translation and interpretation services not covered by the Dept. of Education will be the responsibility of the school. Therefore, using our in-house personnel we will provide for interpretation service for anyone speaking Polish or Spanish, as well as any document translations necessary to ensure that parents are fully informed about all matters concerning their children.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	157,929	194,341	352,270
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,579		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,943	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,896		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		9,717	
6. Enter the anticipated 10% set-aside for Professional Development:	5,839		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,498	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Sample Template for School Parental Involvement Policy:**

#### **I. General Expectations**

PS 110 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
    - *that parents play an integral role in assisting their child's learning;*
    - *that parents are encouraged to be actively involved in their child's education at school;*
    - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*
    - *The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.*

### II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 110 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - **School Leadership Team will discuss and develop, when necessary, the School Parental Involvement Plan**
  - **Ad hoc meetings will be called when necessary**
2. PS 110 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - **School Leadership Team will review and improve, when necessary, the School Parental Involvement Plan**
  - **Ad hoc meetings will be called when necessary**
3. PS 110 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - **Parent Coordinator will serve as Liaison between home and school and will continue to promote effective parental involvement activities that will serve to improve student academic achievement and performance. In addition, committees will be formed to assist the Parent Coordinator to carry out said activities.**
4. PS 110 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **State-operated preschool programs, Parent Involvement Program and Learning Leaders**, by: (List activities.)

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- **Sending flyers**
  - **Discussions at PTA meetings**
  - **Dissemination of information by the Parent Coordinator**
  - **Continuation of the successful story hour for our incoming PreK and their parents**
5. PS 110 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- **Surveys will be created with parental input at PTA and SLT meetings**
  - **Once completed the Parent Coordinator will be responsible by conducting said surveys by backpacking them home with the students and/or disseminating information of on-line surveys**
  - **Returned surveys will be studied and analyzed with the findings used to create and improve new parental involvement policy.**
6. PS 110 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      1. **Back to school Teas**
      2. **Parent Teacher Conferences**
      3. **PIP Workshops**
      4. **PTA meetings**
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

**1. PIP**

**2. Parent Coordinator sponsored activities**

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- 1. Parent Coordinator, in conjunction with the parents, will help to coordinate activities that will foster ties between parents and school.**
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- 1. Dissemination of information with regards to said programs through backpacking and use of internet to invite parents to such activities. In addition, programs will be discussed at PTA meetings, SLT meetings, etc.**
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- 1. At all of our meetings in-house interpreters are provided for those parents who request or require clarification. In addition, all our parent handouts, as well as a Parent Handbook are in the process of being translated into Spanish and Polish.**

**III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

## APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by creation of said document. This policy was adopted by PS 110 on 10/18/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

### **Sample Template for School-Parent Compact:**

PS 110, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) Pre-K to 5<sup>th</sup> Grade students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

PS 110 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

**The entire school staff will work together to provide a safe and nurturing environment in which every child is respected and urged to maximize his/her potential for creativity and learning. Emphasis is placed on quality instruction to ensure**

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

that all students, including ELLS and students with special needs, receive the same grade appropriate standards based curriculum using proven teaching methods and instructional strategies to successfully meet the state standards. We will use the Teachers' College workshop model in teaching literacy. We will use Everyday Math and TERC in teaching Mathematics. In addition, we utilize knowledge learned through CUNY's Math in the City program to further our mathematics instruction. We will provide intensive AIS to students "at-risk" of not meeting the standards, as well as students with special needs and IEPs. This will take place during the school day using the push in model of instruction and AIS services will also be provided to small groups during extended day and after school. Instruction will be provided by highly qualified (NYS certified) teachers. We will provide high quality, on-going professional development aligned with NYS standards.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

**Four regularly scheduled Parent/Teacher Conferences are held annually:**

**November: afternoon 1:00-3:00 PM**

**November: evening 5:00-7:30 PM**

**March: afternoon 1:00-3:00 PM**

**March: evening 5:00-7:30 PM**

**Back-to-School/Meet the Teacher Conference in September provides the parent with an opportunity to meet the Classroom teacher and find out what will be expected of the student this school year.**

**The parent of any child who is classified as Promotion in Doubt is notified by mail. They are then required to have a meeting with the classroom teacher to discuss strategies for helping the student.**

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

**Report cards are sent home in November, March and June. The parent must visit the school or, at the very least, have a phone conference with the teacher in order to get the report card in November, March and June.**

**Parents are notified about results of interim assessments and standardized tests.**

**Student portfolios, classwork, reports and projects are discussed with parents.**

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

**Teachers are encouraged to keep in frequent contact with parents.**

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

**Teachers speak to parents informally or by appointment before and after the school day and on the teacher's preparation periods.**

**Teachers often call parents at home.**

**The administration has an open door policy. The Principal and Assistant Principal make themselves available to parents.**

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:  
[Describe when and how parents may volunteer, participate, and observe classroom activities.]

**In September, Open School Week provides an opportunity for parents to meet their children's teacher in the classroom and learn about the expectations, curriculum and goals for that grade.**

**In November, Open House provides an opportunity for parents to observe their children during class instruction.**

**Parents are encouraged to assist on class trips, attend assemblies and volunteer for special functions.**

**Parents are active participants at publishing parties, Learning Fair and Assemblies.**

**Learning Leaders will continue to be part of our school this year.**

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

**Monthly PTA meetings, SLT meetings and ad hoc meetings will be held where the parental involvement policy can be discussed and revised as necessary.**

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

**Members of the SLT meet regularly. It is considered the governing body of the school. All constituencies of our community are represented by our SLT members. All members of the school community are invited to the SLT meetings where they can voice their concerns and ideas.**

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

**Parents of all Title 1 mandated students are invited to attend an information meeting held in the fall. This meeting addresses the rights and responsibilities of Title I mandated students and their parents/guardians. Subsequent meetings are scheduled to address the concerns of our students and parents.**

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

**At all of our meetings in-house interpreters are provided for those parents who request or require clarification. In addition, all our parent handouts are translated into Polish and Spanish. The school brochure is available in our three main languages of English, Polish and Spanish, and the Parent Handbook is in the process of being translated into Polish and Spanish.**

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

**Students that require Title I services are assessed and their parents are informed of the child's level of performance specifically during Parent Teacher Conferences and more often, when necessary.**

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

**Since all of our AIS staff and administrators have an open door policy, parents frequently schedule individual meetings concerning the educational growth of their children.**

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

**All parents are provided with information about their child's performance on State assessments through standardized reports generated by the state, which is available in both hard copy and on-line.**

12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**All of our Teachers are highly qualified. This is not an issue for our school.**

Parent Responsibilities

APPENDIX 7: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- **Monitoring attendance.**
- **Making sure that homework is completed.**
- **Monitoring amount of television my child watches.**
- **Participating, as appropriate, in decisions relating to my child’s education.**
- **Promoting positive use of my child’s extracurricular time.**
- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.**
- **Respecting the cultural differences of others.**
- **Supporting the school’s discipline policy**

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time.**
- **Solve all problems creatively and to the best of my ability.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]**

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**The school currently gathers and reviews the following assessment information regularly:**

- **Standardized Statewide Assessments in ELA, Math, Science, Social Studies- Grades 3-5**
- **NYSESLAT**
- **ACUITY Reports – Grades 3-5**
- **Predictive/ITA (Diagnostic) Assessments**
- **Pre-Post Practice Tests in ELA and Math – Grades 3-5**
- **Class/Individual Summary Sheets – Item Skill Analyses**
- **TC Assessments – Grades K-5**
- **Running Records**
- **EPAL – Grades 2 and 3**
- **Student Work/Portfolios**
- **Conference Notes**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**All of our student population is instructed in the NYC DOE unified curriculum.**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- **Mandated extended day after school grades 1-5**
- **After-school Program Grades K,1, 2, 3, 4, 5**
- **Saturday Academy Grades 3, 4, 5**
- **Summer Success Academy Grade 3,4 and 5**

- o Help provide an enriched and accelerated curriculum.

- **Project Arts Residencies**
  - **Music**
  - **Art**
  - **Computer Lab**
  - **Science Lab**
  - **Use of newly constructed Library**
  - **Enrichment Clusters – Grades 3-5**
  - **Lunch and Learns – Grades 3-5**
  - **Recreational After-School Program**
- Meet the educational needs of historically underserved populations.
    - **AIS services provided for at-risk students**
    - **ESL program**
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - **CTT and Self-contained classes for Special Education population**
    - **Mandated and at-risk counseling**
    - **SETSS**
    - **AIS Small group instruction**
    - **Extended Day**
    - **After-school Program**
    - **Saturday Program**
    - **Summer Academy**
  - Are consistent with and are designed to implement State and local improvement, if any.
    - **All programs are designed to implement State and local standards.**

3. Instruction by highly qualified staff.

**All our teachers are certified and participate in CLSO and city-wide professional development opportunities.**

**87% of our teachers possess a Masters Degree or higher.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- **Instructional Cabinet**
- **Faculty/Grade Conferences**
- **CLSO/DOE Workshops in Literacy, Math, and Content Areas, as well as Special Education, Technology**
- **Partner with CUNY's City College Math in the City Program**
- **Literacy and Math Coaches**
- **Monthly Math Visits to Communities of Learning**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Only qualified teachers are considered to fill vacancies.**

6. Strategies to increase parental involvement through means such as family literacy services.

- **Parent Involvement Program**
- **Learning Leaders**
- **Lending Library in Parents Room including bilingual materials**
- **Health workshops**
- **Finance workshops**
- **PTA sponsored Activities including but not limited to weekend outings, bake and candy sales, book fair, etc.**
- **Grant Writing Committee**
- **School Leadership Team**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**On-site full day Pre-K program where our students are a part of the local school community from age 4.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Assessments are mandated by City and State Education departments.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**AIS and ESL staff push-in to provide scaffold small group instruction. The following data is analyzed and used to inform instruction:**

- **Standardized Statewide Assessments in ELA, Math, Science, Social Studies- Grades 3-5**
- **NYSESLAT**
- **ACUITY Reports – Grades 3-5**
- **Predictive/ITA (Diagnostic) Assessments**
- **Pre-Post Practice Tests in ELA and Math – Grades 3-5**
- **Class/Individual Summary Sheets – Item Skill Analyses**
- **TC Assessments – Grades K-5**
- **Running Records**
- **EPAL – Grades 2 and 3**
- **Student Work/Portfolios**
- **Conference Notes**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**All funding sources, federal, state and local, are coordinated in order to provide an optimal educational experience for all students.**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**PS 110 utilizes the balanced literacy program designed by Teachers College at Columbia University. It is aligned to NYS Standards. This curriculum is differentiated to meet the needs of each child through various methods of small group instruction, which include but are not limited to, strategy lessons, guided reading, and one-on-one conferring.**

**As teachers plan, both horizontally and vertically, they are cognizant that classroom instruction is to be aligned to the standards. They are in possession of the NYC Performance Standards for ELA, which provide them with information with regards to standards-based instruction. This year each teacher also received a newly released NYC DOE "Great Expectations" document, which parents also received. This document outlines curricular expectations for end of the year success on each grade level. These expectations are standards-based and keep all stakeholders informed as to curricular expectations for each grade.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Instructional planning conversations typically enter on lesson plans generated with attention to achieving the required standards.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**PS 110 utilizes the Everyday Math program in grades 1-5 and TERC in kindergarten, which is aligned to the NYS content strands, more so than the NYS process strands. We have been cognizant of this gap since the inception of the program. As a result, we partnered with CUNY's City College and its Math in the City Program. In the past, this program provided us with a staff developer that helped all stakeholders, administration, coach, teachers, parents, and students, gain a better understanding of mathematical process instead of only looking at mathematical procedures. This year selected teachers on grades 1, 2, 4, and 5 will be part of the Math in the City learning communities where they will observe and discuss best practices in instruction and curriculum as it relates to the state standards. Through math investigations, mathematical process is discussed, studied, and evaluated from both the teachers' and students' knowledge base. Math Congress allows for the exchange of problem-solving strategies, which ultimately leads to a deeper mathematical understanding and achievement of the required grade appropriate standards.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**As a result of our work with CUNY's City College and Math in the City Program, we are continually strengthening our mathematical understanding, which in turns leads to better instruction for our students. As we continually observe our students and allow them the proper forums for mathematical discourse, we have witnessed their mathematical growth. Our continued analysis of data, both of qualitative and quantitative natures, provides us with further evidence of our "heading in the right direction" in achieving the standards.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**PS 110 utilizes the workshop model of instruction in literacy. In this model the teacher acts as facilitator and allows for ample opportunities for student exchanges (turn and talks, partner work, shares) and independent and small group explorations. In addition, this model allows for differentiated instruction to be vital component during Readers and Writers Workshops.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Informal and formal observations, as well as continued conversations during staff development, provide us with relevant evidence that we not employing a “chalk and talk” model of instruction, but rather a model that allows for exchange among the teachers and students in a manner that enables our students to be engaged in a rigorous curriculum, while achieving the standards.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**As a result of our work with CUNY's City College Math in the City Program, PS 110's math instruction allows for much student exchange, both during instruction and independent exploration, which is often completed collaboratively. In addition, we use the Everyday Math games as a method of furthering our students' mathematical understanding of both concepts and processes.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Informal and formal observations, as well as continued conversations during staff development, provide us with relevant evidence that we not employing a "chalk and talk" model of instruction, but rather a model that allows for exchange among the teachers and students in a manner that enables our students to be engaged in a rigorous curriculum, while achieving the standards.**

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**PS 110 has a very low turnover rate for both teachers with fewer than five years of experience and for teachers with more than five years experience as indicated by our School's Report Card. All teachers are supported in their professional growth through staff development efforts available both through in-house and out of school opportunities.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The statistics from our School's Report Card states the following:

### Teacher Turnover Rate

	2004-05	2005-06	2006-	2007
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	25%	
Turnover Rate of All Teachers	9%	9%	9%	

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**PS 110 has typically utilized a portion of its Title III funding to provide for professional development in the area of ELL instruction. This instruction has taken the form of study groups around such topics as, but not limited to:**

- **Language Acquisition**
- **Scaffolding Techniques**
- **Instruction in Literacy and Math**
- **Considerations for ELL in a Balanced Literacy Program**
- **Using the Native Language to Support English Language Acquisition**

**In addition, our ESL teachers, as well as our classroom teachers, attend workshops on topics related to ELL instruction that they feel will help them to strengthen their knowledge base, and in turn, help their ELL students.**

**Finally, we were recently awarded a grant to utilize Visual Teaching Strategies. Visual Thinking Strategies (VTS), is a curriculum and teaching method that:**

- **Asks educators to facilitate learner-centered discussions of visual art**
- **Engages learners in a rigorous process of examination and meaning-making through visual art**
- **Uses art to develop critical thinking, communication and visual literacy skills**
- **Measurably increases observation skills, evidential reasoning, and speculative abilities**
- **Engenders the willingness and ability to find multiple solutions to complex problems**
- **Uses facilitated discussion to practice respectful, democratic collaborative problem solving among students that transfers to other classroom interactions, and beyond**
- **Uses eager, thoughtful participation to nurture verbal language skills, and writing assignments to assist transfer from oral to written ability**
- **Produces growth in all students, from challenged and non-English language learners to high achievers**
- **Underscores connections to art and strengthens the role of museums as a valuable resource in students' lives**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Informal and formal observations, as well as continued conversations during staff development, provide us with relevant evidence that we are continually growing our knowledge base with regards to our ELL learners, which then translates into more effective classroom instruction.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**All relevant data with regards to our ELL population, for example NYSESLAT yearly scores and Interim Assessment scores, are disseminated to all necessary stakeholders in a timely manner and studied as to proficiency levels, which then dictates differentiation of instruction needs for all educational providers.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**In planning instruction for our ELL's, their instructional needs as indicated by their proficiency levels are taken into account. It is not a "one size fits all" method of instruction. As a result of our attention to the needs of our ELL's, they achieved proficiency gains of 30.4% in ELA and 20.0% in Mathematics. This exemplary growth provided us with 0.75 additional points out of a possible 15 in the area of additional credit for closing the achievement gap.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**All our special education students, both in CTT and Self-contained classes, are held to the same standards and are exposed to the same rigorous curriculum as our general education students. All teachers involved with these students have access to these students' IEP's so as to tailor their instruction to meet the needs of this segment of our population. They are also aware of their students' accommodations and modifications so that these can be taken into account when planning. In addition, these teachers are encouraged to attend workshops that specifically address their students' needs, as well as expose them to models of instruction that would help to ensure their students' successes. For example, our first grade CTT is attending a series of three workshops on this model and are turn-keying the information for the entire Special Ed. dept., which recently had the opportunity to meet as a whole, and will continue to do so throughout the year to have the opportunity to vertically discuss our students' educational growth and analyze their continued strengths and needs. In addition, our Special Education Liaison will continue to attending workshops offered by the CLSO on a variety of Special Education topics and turn-key these to the staff.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Informal and formal observations, as well as continued conversations during staff development, provide us with relevant evidence that we are continually growing our knowledge base with regards to our Special Education learners, which then translates into more effective classroom instruction. As a result of our attention to the needs of our Special Education students, they achieved proficiency gains of 52.4% in ELA and 18.2% in Mathematics. This exemplary growth provided us with 1.5 additional points out of a possible 15 in the area of additional credit for closing the achievement gap.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**At PS 110 our teachers, who provide instruction for our Special Education population, do provide for adaptations both to the physical environment, as well as the instructional environment. For example, this may include different seating arrangements (a physical adaptation) to the use of graphic organizers (an instructional adaptation).**

**With regards to lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests, such a discrepancy does exist for some of our students at PS 110. This discrepancy is due in large part to the fact that these students are mandated to take the same grade level assessments as their general education counterparts, even though some of these students are not developmentally ready for these rigorous assessments. We have availed ourselves of the NYSAA, but this alternative assessment only addresses a very small segment of this large special education population. Our staff does its best to create criteria in alignment with the needs of the student and state assessments, but clearly more work needs to be done in this area.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**An analysis of standardized state assessment results supports our finding.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We will need to have further discussions and further analyses of IEP's with specific attention as to the creation of goals, objectives, and modified promotion criteria aligning with grade-level state tests, as well as behavioral plans for those Special Education students exhibiting behavioral issues and concerns. In conjunction with the SBST, these issues will be addressed. We will also continue to avail ourselves of the professional development opportunities offered by the CLSO and the DOE to strengthen our knowledge with regards to methods and techniques to satisfactorily ensure student success.**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

**Presently, we have 0 Students in Temporary Housing.**

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

**If a child is identified as a STH through parental/guardian information provided at registration (or at any other time), or by the pupil accounting secretary through the use of ATS reports, the child and his/her family will be referred to the Parent Coordinator who will provide any necessary assistance. We will also make the SBST aware of the child at a weekly PPT meeting so as to alert all staff who may be called upon to provide services for the child. The child will receive intervention services as mandated through the use of Title I funding. We will also provide further assistance with the help of the STH Family Assistant and the ISC STH Liaison.**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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