



**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: PS 110 MONITOR SCHOOL
ADDRESS: 124 MONITOR STREET, BROOKLYN, NY 11222
TELEPHONE: 718-383-7600
FAX: 7180383-5053

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 110 **SCHOOL NAME:** Monitor School

SCHOOL ADDRESS: 124 Monitor Street, Brooklyn, NY 11222

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Greenwood

PRINCIPAL: Anna Cano Amato

UFT CHAPTER LEADER: David Fasner

PARENTS' ASSOCIATION PRESIDENT: Danielle Blickhahn

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Cluster 3 -- 306

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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/	
Lucrecia Ochs	Member/	
Kimberly O’Connor	Member/	
Michelle Mangiaracina	Member/	
Michele McLee	Member/	
Lisa Pezzella	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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.

Our motto, "Growing Hearts and Minds", forms the basis of our core belief system. with regard to the education of our children. It is Tthis belief system, then, that influences all our decisions as we strive to provide our children with a meaningful curricula curriculum that not only provides knowledge for the mind, but alsoand nurtures 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 plans together on and across grade levels and across grade levels, shares best practices and coordinates school-wide events. together. Students of PS 110 are exposed to civic education through classroom discussions as well asand projects and activities such as our school-wide community campaign against bullying – "Buddies Are Better than Bullies." We have partnered with The LEAGUE, a service learning organization that serves to provide our students with opportunities to give back to society. This year we will develop a partnership with GenerationON as the LEAGUE as been absorbed into this organization. Our service initiative is detailed in our Consolidated Plan.

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 Llanguage Llearners 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 Interventionvention 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. Our English Language Learners Students who need extra help in reinforcing basic skills in

reading, writing and comprehension are encouraged to attend, as well as those students in need of additional academic support.

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 doingenjoy 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 runsprovides a summer camp.

In collaboration with McGolrick Park, the beautiful historic park across the street from the school, students observe nature, plant bulbs, and dig for worms and “dinosaurs.” , 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. All of our students were involved in the creation of a Discovery Meadow, as well as “digging for dinosaurs” and planting tulip bulbs. We have also formed partnerships with the Exxon Mobil Corporation, which provided us with needed funds to upgrade the computer lab, and maintain our arts residencies, as well as funds for our Movie Nights in the Park in the fall and spring; 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

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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 by Exxon Mobil), 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/math activity and arts and crafts project.

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

(This narrative is too long, 896 words. It must be cut down to 500 words.)

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Monitor School				
District:	14	DBN #:	14K110	School BEDS Code:	331400010110

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	X K	X 1	X 2	X 3	X 4	X 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	32	36		93.6	94.1	94.6		
Kindergarten	50	61	54						
Grade 1	72	58	57	Student Stability: % of Enrollment					
Grade 2	53	65	57	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	55	52	58		95.4	95.3	TBD		
Grade 4	56	50	50						
Grade 5	71	53	46	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.9	62.9	72.0		
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)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	8	TBD		
Grade 12	0	0	0						
Ungraded	5	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	398	371	360		8	2	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	16	15	14						
No. in Collaborative Team Teaching (CTT) Classes	26	23	20	Principal Suspensions	2	0	1		
Number all others	9	12	11	Superintendent Suspensions	1	0	0		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	79	63	67	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	4	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	39	TBD
				Number of Administrators and Other Professionals	8	7	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	2	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	94.9	TBD
American Indian or Alaska Native	0.0	0.0	0.6	Percent more than two years teaching in this school	75.7	82.1	TBD
Black or African American	9.0	8.4	8.3	Percent more than five years teaching anywhere	75.7	79.5	TBD
Hispanic or Latino	36.2	37.2	34.7	Percent Masters Degree or higher	84.0	87.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.7	2.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
White	52.8	51.8	51.4				
Multi-racial							
Male	54.0	53.6	52.8				
Female	46.0	46.4	47.2				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	--	--	--				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--				
White	√	√	--				
Multiracial							
Other Groups							
Students with Disabilities	--	--	--				
Limited English Proficient	--	--	--				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	--	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?

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 was 18 students. This had 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. Given the recent economic crisis, it has become necessary to collapse classes, and this has increased the average class size to 22. This year we have departmentalized grades 4 and 5 with teachers providing instruction across the grades in writing, math, social studies and science. Each classroom teacher is responsible for providing her students with reading instruction. We hope to empower our students with the necessary skills to transition smoothly into a middle school setting.

In conjunction with our relative 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.

In the past, 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 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 CFN 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 and study square dancing, while it practices movement with the Mark Morris Dance Company in the winter. Our second grade will study percussion with an Afro-Brazilian theme and our third grade will once again study Musical Theatre in the spring, while it practices movement with the Mark Morris Dance Company in the fall.

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 the fairy tale *Cymbeline*. As part of the residency, they will 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 the crafts created by our students with the guidance of our volunteer visual arts instructor, 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. This year we have been awarded \$70,000 in Reso A funds to be used to upgrade classroom computers, a project very much needed as the majority of our classroom computers were declared obsolete and discarded.

While we are proud of our 115 year old building, our physical plant layout is not always conducive to social functions and meetings. The location of our auditorium on the 4th 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 “C”, with 59.5% of our students at proficiency (Levels 3 and 4) in English Language Arts and 67.8% of our students at proficiency in Mathematics. 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 8 out of a possible score of 25. 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 2007-2010. This data analysis serves to solidify our need to continue to move our students to reach proficiency levels. We are, therefore, acutely aware of our responsibility to enable our students to make progress. As such, we have re-designed our Test Skills and Strategies initiative so as to better address the needs of our students.

Our Inquiry Team in the 2008-2009 school year 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. We will continue to target the students in the lowest one third this year.

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. We will accomplish this goal through a school-wide Book of the Month and use text talk to support our work as outlined in *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan. Inquiry Team members will study vocabulary development on and across grades as we delve further into improving reading comprehension.

In addition to this Inquiry Team work, we will also develop teams around the city-wide pilot programs grades K-2 are participating in: Work Sampling System and Performance-based Math Assessments. These pilots will be further studied in their correlation to the Common Core Standards.

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 2010-2011 school year. At the present YTD we are successfully on track with a rate of 96.0%.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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, as only 59.5% of our students achieved proficiency levels. This analysis led to Goal 1:

Goal 1: To improve student reading comprehension as evidenced by an increase in the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2011 NYS ELA Assessment over the number of students performing at Levels 3 and 4 in grades 3 through 5 on the April 2010 NYS ELA Assessment. **To provide 100% of our students with vocabulary acquisition opportunities of Tier Two words so as to ultimately increase reading comprehension**

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 Math Assessment, as only 67.8% of our students achieved proficiency levels. This analysis led to Goal 2:

Goal 2: To improve student competences at solving math problems as evidenced by an increase in the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2011 NYS Math Assessment over the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2010 NYS Math Assessment.

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 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 34:

Goal 3: To increase students' abilities to think more critically using Renzulli's Schoolwide Enrichment Model (SEM). **To continue to strengthen and provide enrichment opportunities for our students so as to reach 70% of our school population in grades one through five**

To present Tier III schoolwide enrichment model projects created by our second through fifth grade students in their enrichment clusters.

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 2010-11 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, PLA, 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: To improve student reading comprehension as evidenced by an increase in the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2011 NYS ELA Assessment over the number of students performing at Levels 3 and 4 in grades 3 through 5 on the April 2010 NYS ELA Assessment. To provide 100% of our students with vocabulary acquisition opportunities of Tier Two words so as to ultimately increase reading comprehension</p> <p>Objective: To improve student reading comprehension as evidenced by an increase in the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2011 NYS ELA Assessment over the number of students performing at Levels 3 and 4 in grades 3 through 5 on the April 2010 NYS ELA Assessment. 100% of our students in kindergarten through fifth grades will participate in vocabulary rich literature through the Book of the Month and in so doing acquire new vocabulary</p>
<p>Action Plan 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"> • Provide students with vocabulary acquisition opportunities of Tier Two words so as to ultimately reading comprehension • Provide teachers with professional resources to assist in creating vocabulary acquisition opportunities, most specifically through the use of our mentor text – <i>Bringing Words to Life: Robust Vocabulary Instruction</i> by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan and the selected Books of the Months • Meet with classroom teachers to provide professional development in the use of the Book of the Month as a venue for creating vocabulary acquisition opportunities of Tier Two words • Provide teachers with professional development in the use of Text Talk techniques as described by Beck, McKeown and Kucan • Demonstrate Text Talk techniques by lead teachers • Create co-teaching opportunities in the classroom where lead teachers assist the classroom teacher • Provide opportunities for inter-visitations where classroom teachers can observe their colleagues presenting Book of the Month activities

- Create a Book of the Month link on our new website so as to provide for parental involvement and further student involvement
- Create school displays around the Book of the Month vocabulary so as to generate a schoolwide enthusiasm centered on the new vocabulary being acquired by the students
- Implement the Junior Great Books program in grades 3 through 5. The interpretive discussion program has been proven to improve students' reading comprehension, critical thinking and writing
- Provide teachers with professional development in the use of the Junior Great Books program
- Implement a Test Sophistication Program that will provide students the opportunity to strengthen, practice and review ELA skills and strategies
- Schedule common preps so classroom teachers can analyze student data, track student progress, and plan collaboratively as to next steps in investigations and strings
- Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities
- Schedule funding so as to allow for the use of a City Council grant, through the efforts of Councilmember Steve Levin, to fund the Saturday Academy
- Schedule funding for an After-school Program focusing on test taking skills and strategies
- 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 **Provide teachers with professional resources to assist in creating vocabulary acquisition opportunities, most specifically through the use of our mentor text – *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan and the selected Books of the Months**
- **Meet with classroom teachers to provide professional development in the use of the Book of the Month as a venue for creating vocabulary acquisition opportunities of Tier Two words**
- **Provide teachers with professional development in the use of Text Talk techniques as described by Beck, McKeown and Kucan**
- **Demonstrate Text Talk techniques by lead teachers**
- **Create co-teaching opportunities in the classroom where lead teachers assist the classroom teacher**
- **Provide opportunities for inter-visitations where classroom teachers can observe their colleagues presenting Book of the Month activities**
- **Create a Book of the Month link on our new website so as to provide for parental involvement and further student involvement**
- **Create school displays around the Book of the Month vocabulary so as to**

	<p>generate a schoolwide enthusiasm centered on the new vocabulary being acquired by the students</p> <ul style="list-style-type: none"> • • Schedule common preps so classroom teachers can analyze student data, track student progress, and plan collaboratively as to next steps • in investigations and strings • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • 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 •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • Schedule funding to purchase necessary professional development materials, <i>Bringing Words to Life: Robust Vocabulary Instruction</i> by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan and the selected Books of the Months
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Pre/Post Assessments, including but not limited to, ITA's, Predictives, NYS Test Samplers, Unit Assessments, Teacher-created Assessments • Student work created and analyzed during each Book of the Month • Student work created and analyzed in the Junior Great Books Program • Student journal and portfolio writings analyzed for increased use of new vocabulary acquired • Teacher Observations • Pre/Post Assessments to coincide with report cards in November, March, June • Student work created and analyzed during each Book of the Month • Student journal and portfolio writings analyzed for increased use of new vocabulary acquired • Teacher Observations

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To improve student competences at solving math problems as evidenced by an increase in the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2011 NYS Math Assessment over the number of students performing at Levels 3 and 4 in grades 3 through 5 on the May 2010 NYS Math Assessment To strengthen math communications through investigations (in-depth real-life problem-solving situations) and strings (related problems to develop computational strategies) in alignment with the Common Core Standards in Mathematics</p> <p>Objectives: Students in grades 3 through 5 will demonstrate an increase of 11% in Levels 3 and 4 on the May 2011 NYS ELA Assessment.</p> <p>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.</p> <p>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.\</p>
<p>Action Plan <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"> • Meet with classroom teachers to provide professional development in the creating and implementing of investigations and strings. The professional development will be provided by the Assistant Principal, the former Math coach. • Provide teachers with professional mathematical resources to assist in creating investigations and strings. • Demonstrate investigations and strings by lead teachers • Create co-teaching opportunities in the classroom where the lab-site teacher and Assistant Principal (our former Math Coach) assist the classroom teacher • Provide opportunities for inter-visitations where classroom teachers can observe their colleagues presenting investigations and strings • Attend grade level Math Learning Communities throughout the city through <i>Math in the City</i> • Participate in the Elementary Performance-based Assessment & AFL pilot in grades K-2 utilizing the Common Core Standards

	<ul style="list-style-type: none"> • Develop an Instructional Cabinet where lead teachers meet with administration to discuss instructional needs, analyze data and plan next steps, horizontally and vertically, with lead teachers disseminating information to colleagues • Schedule common preps so classroom teachers can analyze student data, track student progress, and plan collaboratively as to next steps in investigations and strings • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • Schedule Title 1 funding for grade participation in <i>Math in the City</i> with facilitator Antonia Cameron
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • Schedule Title 1 funding for grade participation in <i>Math in the City</i> with facilitator Antonia Cameron
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Pre/Post Assessments, including but not limited to, ITA's, Predictives, NYS Test Samplers, Unit Assessments, Teacher-created Assessments • Student work created and analyzed during investigations • Strings Charts created by the students • Teacher Observations <p>Student work created and analyzed during investigations Strings Charts created by the students Teacher Observations Pre/Post Assessments to coincide with report cards in November, March, June</p>

Subject/Area (where relevant): Enrichment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goals: To increase students’ abilities to think more critically using Renzulli’s Schoolwide Enrichment Model (SEM).</p> <p>Objective: 70 % of students in grades one through five will create three performance based projects which demonstrate Tier III standards as determined by the Renzulli Student Product Assessment Tool.To continue to strengthen and provide enrichment opportunities for our students so as to reach 70% of our school population in grades one through five</p> <p>To present Tier III schoolwide enrichment model projects created by our second through fifth grade students in their enrichment clusters</p>
<p>Action Plan <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"> • 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 • Provide teachers with professional resources to assist in creating enrichment clusters <ul style="list-style-type: none"> ➢ Materials -- The Renzulli Schoolwide Enrichment Model ➢ Renzulli Learning System • Increase the number of enrichment clusters to include all second, third, fourth, fifth graders • Present Interest Inventories, using the Renzulli Learning System, to the second, third, fourth, and fifth graders so as to create enrichment clusters truly around their interests • Plan nine “Lunch and Learns” for this school year, beginning in October to present to the second, third, fourth, and fifth graders • Reach out to the community for “Lunch and Learn” presenters through back-packing and our new echalk website – PS110K.com • Create a recreational after-school program of enrichment offerings • Create a talent chorus for third, fourth and fifth graders • Utilize Visual Thinking Strategies of the VUE (Visual Understanding in Education) Organization, which promotes critical thinking skills through the use of art • Schedule the time period of the week, Thursday afternoons, for the enrichment clusters

	<ul style="list-style-type: none"> • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • Schedule funding so as to allow for the use of a City Council grant, through the efforts of Councilmember Steve Levin, to fund the after-school recreational program • Schedule funding for per session of teachers/supervisor who will work in the after-school recreational program • Schedule funding so as to purchase materials for the created enrichment opportunities • Secure materials and funding through donations, grants, and fundraising efforts for the created enrichment opportunities; particularly for the creation of Tier III projects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Schedule funding for substitute teachers so as to allow teachers to attend professional development opportunities • Schedule funding so as to allow for the use of a City Council grant, through the efforts of Councilmember Steve Levin, to fund the after-school recreational program • Schedule funding for per session of teachers/supervisor who will work in the after-school recreational program • Schedule funding so as to purchase materials for the created enrichment opportunities • Secure materials and funding through donations, grants, and fundraising efforts for the created enrichment opportunities; particularly for the creation of Tier III projects
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student Interest Inventories • Student Selection Sheets for the cycles of enrichment clusters • Student/Teacher Evaluations of enrichment opportunities • Attendance Sheets for after-school recreational program • Final products and/or presentations created during enrichment opportunities • Pre/Post Assessments of the VTS Program • Flyers and letters home announcing enrichment opportunities • Three performance based projects which demonstrate Tier III standards as determined by the Renzulli Student Product Assessment Tool.

	Tier III Enrichment Cluster Projects to coincide with the 10 session cycle for each cluster three times a year – December, March, June
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	9	7	N/A	N/A	1			
1	31	18	N/A	N/A	0			
2	21	13	N/A	N/A	0			
3	29	19	N/A	N/A	2			
4	21	14	0	0	2			
5	14	17	4	0	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)	Description: Provide a brief description of each 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.).
ELA: Reading Connections Strategies To Achieve Reading Success Keep on Reading Building Fluency Through Readers Theatre Time for Kids Comprehension Matters ELA Rehearsal	Whole class instruction; during the school day Whole class instruction; during the school day Whole class instruction; during the school day Small group instruction; during the school day Whole class/ small group instruction; during the school day Whole class instruction; after-school Whole class instruction; Saturday
Mathematics: Everyday Math Games MitC Investigations NYS Math Continental Press Comprehensive Math Assessment Test Ready Omni NYS Coach Count on It Breakaway Math Math Rehearsal	Whole class/Small group instruction; during the day Whole class/Small group instruction; during the day Whole class instruction; during the school day Small group instruction; during the school day Small group instruction; during the school day Small group instruction; during the school day Whole class instruction; after-school Whole class instruction; Saturday Whole class instruction; Saturday
Science: FOSS	Small group instruction; during the day
Social Studies: Mastering the NYS 5th Grade Social Studies Standards	Whole class/Small group instruction; during the day
At-risk Services Provided by the Guidance Counselor:	One-on-One and small group as determined by the PPT One-on-One crisis intervention as needed

At-risk Services Provided by the School Psychologist:	One-on-One crisis intervention as needed
At-risk Services Provided by the Social Worker:	One-on-One and small group as determined by the PPT
At-risk Health-related Services:	Case by case as determined by the needs of the students

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.

In order to reduce the number of our Level 1 and 2 ELL students and, 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 will be Tuesdays and Thursdays from 3:15 to 4:45 for a total of 30 hours, or 20 sessions, beginning February 8, 2011 and ending May 3, 2011. The After School program will be comprised of no more than 20 students per class.

Instruction will be conducted by teacher 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.

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.

This year our Professional Development Program will be comprised of seven in-depth sessions with Amy Chase Gulden, the Regional Director of Visual Thinking Strategies. These sessions will take place during the school day in-house or in New York City museums. The sessions will focus on improving teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills.

Section III. Title III Budget

School: PS110

BEDS Code: 331400010110

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$10494.29	180 hours of per session for ESL and General Ed. Teachers to support ELL students: 180 hours x \$49.89 (current teacher per session rate with fringe) = \$8980.20 29 hours of per session for Supervisor: 29 x \$52.21 (current supervisor per session rate with fringe) = \$1514.09
Purchased services	\$ 4500.00	Consultant, Amy Chase Gulden, Regional Director of Visual

<ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		<p>Thinking Strategies, will work with teachers and administrators 7 sessions beginning in September through June on student development of receptive/expressive language, writing skills, and critical thinking skills.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		<p>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</p>
<p>Educational Software (Object Code 199)</p>		<p>(Example: 2 Rosetta Stone language development software packages for after-school program)</p>
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p>\$14994.29</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/oral translations in Spanish and Polish. There is a small emerging need for Arabic translations. Thus far, oral translations are being provided by one of our Arabic parents who has volunteered her services.

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. Again, there is a small emerging need for Arabic translations. Thus far, these are being provided by one of our Arabic parents who has volunteered her services. This information was disseminated at a SLT and PTA meeting. With regards to written translations, we avail ourselves of DOE translated documents in Spanish and Arabic. When this is not possible we utilize in-house staff and parent volunteers for the necessary translations. With regards to Polish we rely on in-house staff as the DOE provides few translated documents in Polish.

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**
- **Flyers announcing upcoming meetings and events**

Translations will be provided by our in-house school staff and parent volunteers. We will also avail ourselves of the translation capability on our website – www.PS110K.com

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.

As for the emerging need for Arabic translation, we find that this segment of the school population will bring a English-speaking family member to important meetings and events.

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 and parent volunteers, we will provide for interpretation service for anyone speaking Polish, Spanish, and Arabic, 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$114,915	\$189,346	\$419,176
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1150	\$1893	\$3043
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5750	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$11491	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.
- 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.)
 - **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.)
 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 hand-outs, are translated into Spanish and Polish. When deemed necessary, they are also translated into Arabic.**

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;
- o 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;
- o training parents to enhance the involvement of other parents;
- o 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;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o 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 will be adopted by PS 110 by 10/31/10 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1,2010.

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 5th 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 2010-11.

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 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 the school 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, as well as the Common Core 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.

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 readily 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 and culminating events.

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

This year we will initiate Family Fridays where Pre-Kindergarten and Kindergarten parents are invited on the first Friday of each month to visit their children's classrooms and take part in classroom activities.

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 monthly. 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.

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.

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

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:

- Attend school every day and arrive on time.
- 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:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 - Grades 3-5
- NYSESLAT
- ACUITY Reports – Grades 3-5
- Predictive/ITA (Diagnostic) Assessments
- Pre-Post Practice Tests in ELA and Math – Grades 3-5
- Performance Based Assessment in Mathematics – Pilot K – 2
- Work Sampling System Pilot – K - 2
- Class/Individual Summary Sheets – Item Skill Analyses
- TC Assessments – Grades K-5
- Running Records

- **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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - **After-school Program Grades K,1, 2, 3, 4, 5**
 - **Saturday Academy Grades 3, 4, 5**
 - **Summer Success Academy Grade 3,4 and 5**
 - **SBO to include the 37.5 minutes of AIS instruction into the school day, thus serving all our students.**
- Help provide an enriched and accelerated curriculum.
 - **Project Arts Residencies**
 - **Music**
 - **Art**
 - **Computer Lab**
 - **Science Lab**
 - **Italian**
 - **Use of newly constructed Library**
 - **Enrichment Clusters – Grades 2-5**
 - **Lunch and Learns – Grades 3-5**
- 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**
 - **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 CFN and city-wide professional development opportunities.
100% 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.

- a. **Instructional Cabinet**
- b. **Faculty/Grade Conferences**
- c. **CFN/DOE Workshops in Literacy, Math, and Content Areas, as well as Special Education, Technology**
- d. **Partner with CUNY's City College Math in the City Program**
- e. **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**
- **Family Night – first Wednesday of each month**
- **Family Fridays – first Friday of each month**

13. 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.

14. 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.

15. 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**
- **Performance Based Assessment in Mathematics – Pilot program K – 2**
- **Work Sampling System – Pilot K - 2**

- **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**
 - **Student Work/Portfolios**
 - **Conference Notes**
16. 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$114,915.	✓	19
Title I, Part A (ARRA)	Federal	✓			\$189,345	✓	9, 37, 40, 43
Title II, Part A	Federal	✓			\$36,171	✓	9, 37, 40, 43
Title III, Part A	Federal	✓			\$15,000	✓	28
Title IV	Federal			✓			
IDEA	Federal	✓			\$28,316	✓	8, 13, 43
Tax Levy	Local	✓			\$1452969	✓	18

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;

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

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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.

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

APPENDIX 7: 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>

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 110 The Monitor						
District:	14	DBN:	14K11	School		331400010110	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	32	36	36		93.6	94.1	94.5
Kindergarten	61	54	46	Student Stability - % of Enrollment:			
Grade 1	58	57	53	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	65	57	54		95.4	95.3	95.5
Grade 3	52	58	51	Poverty Rate - % of Enrollment:			
Grade 4	50	50	54	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	53	46	50		62.9	72.0	72.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		0	8	5
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		8	2	5
Grade 12	0	0	0	Special Education			
Ungraded	0	2	5	Suspensions (OSYD Reporting) - Total Number:	2007-	2008-	2009-
Total	371	360	349	<i>(As of June 30)</i>	2	0	0
				Principal Suspensions	2	0	0
				Superintendent Suspensions	1	0	1
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	37	39	31
# in Dual Lang.	0	0	TBD	Number of Teachers	37	39	31
# receiving ESL services only	63	67	TBD	Number of Administrators and Other Professionals	8	7	5
# ELLs with IEPs	4	10	TBD	Number of Educational Paraprofessionals	4	2	5
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	94.9	100.0
				% more than 2 years teaching in this school	75.7	82.1	96.8
				% more than 5 years teaching anywhere	75.7	79.5	100.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	87.0	96.8
American Indian or Alaska Native	0.0	0.6	1.1	% core classes taught by "highly qualified" teachers	100.0	100.0	84.6
Black or African American	8.4	8.3	7.4				
Hispanic or Latino	37.2	34.7	36.1				
Asian or Native Hawaiian/Other Pacific	2.7	2.5	2.9				
White	51.8	51.4	52.1				
Male	53.6	52.8	52.4				
Female	46.4	47.2	47.6				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	v	v	-				
Multiracial	-						
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	28.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	11						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 306	District 14	School Number 110	School Name Monitor School
Principal Anna Cano Amato		Assistant Principal Anna Rocchio	
Coach N/A		Coach N/A	
Teacher/Subject Area Dana Raciunas/ESL		Guidance Counselor Barbara Morales	
Teacher/Subject Area Genevieve LaRiva/Special		Parent Christopher Laukamg	
Teacher/Subject Area Michelle Mangiaracina/Gen		Parent Coordinator Tara Atson	
Related Service Provider Geraldine Colakov		Other David Fasner/ IEP Teacher	
Network Leader Margarita Nell		Other Christine Greenwood/Parent	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language 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	350	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	16.29%
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Part II: ELL Identification Process

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

1. 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

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 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.

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 in a free standing ESL model of instruction.

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 last several years indicates that there is a trend toward monolingual instruction for ELLs.

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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	9	18	14	5	7	4	0	0	0	0	0	0	0	57
Total	9	18	14	5	7	4	0	0	0	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	1
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	52	3	1	5	0	0	0	0	0	57
Total	52	0	1	5	0	0	0	0	0	57

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	9	2	3	1									19
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2		1	3								9
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	3	7	10	2	5	1								28
Albanian														0
Other														0
TOTAL	9	18	14	5	7	4	0	57						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

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.

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 services.

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 tasks. Also, the After School and the Saturday program provide for additional academic interventions.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

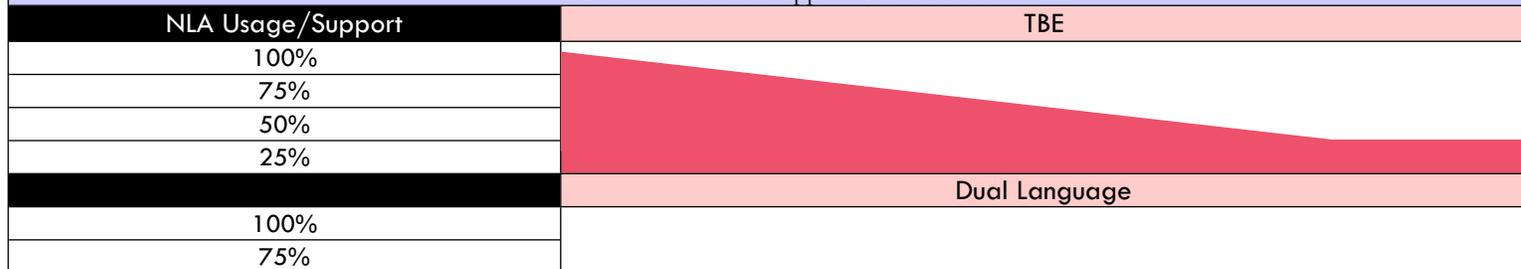
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

As with all our students the ELLs are afforded the same access to our targeted intervention programs in ELA, Math, and other content areas, which includes: small group instruction, both through push-in and pull-out, in the classroom--inclusive of clusters. Small group instruction is based on careful analysis of data which then leads to differentiation of instruction.

For students who have reached proficiency, we will provide additional ESL by conferencing with them during the Push-in model in Readers and Writers Workshops. In addition, students still in need will receive other forms of Academic Intervention which will include, but will not be limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELL's 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.

This year, we expanded our Enrichment Clusters to include the second grade, since last year students in grades three through five participated in our Enrichment Cluster program. All the ELL's select an area of interest and learn about their topic across grade levels. The cluster ends with a Tier III project as delineated in the Renzulli School-wide Enrichment Model. We also plan to strengthen our Learning

Leaders program and have them work with ELLs as well.

All ELLs participate in all program choices in the building, including the Visual Thinking Strategies Program, Arts Residencies, Enrichment Clusters, Lunch and Learns and the newly formed Chorus.

Some of the instructional materials used to support the learning of ELLs include: 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.

Native Language support is delivered to our ELLs through the use of a Native Language Library and peer tutoring. In addition, our older students will buddy with our younger students to provide them with support.

We make certain that as we provide services and resources we are taking into account not only the needs of the ELLs, but their ages and grade levels as well.

Newly enrolled ELL students for the upcoming school year will be invited to attend the Summer Success Title III program for ELL students. The program will be held during the month of July and will include a literacy component with a focus on Social Studies, as well as Math component. Assignments will be project based. In addition, the students will go on various field trips.

This year, we created an Italian language cluster to which the ELLs are included.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

This year our Professional Development Program will be comprised of seven in-depth sessions with Amy Chase Gulden, the Regional Director of Visual Thinking Strategies. These sessions will take place during the school day in-house or in New York City museums.

The sessions will focus on improving teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills.

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. The guidance counselor will assist staff to help those ELL's as they transition from elementary to middle school. Finally, the CFN will assist us in providing the necessary 7.5 hours of ELL training for all staff (and the 10 hours for Special Ed. teachers).

E. Parental Involvement

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

Paste response to questions 1-4 here

This school year we will continue to improve parental involvement inclusive of parents of ELL's. We will 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 with the objective of increasing participation of parents at school events and activities by 10%

This is our action plan to accomplish our goal:

- Conduct Parent Survey to assess needs
 - On-line: surveymonkey.com
 - Paper/Pencil: back-packed home
- 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
- Invite parents to September Open Houses to meet with their children's teachers and learn of the expectations for the new grade
- 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
- Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
- Provide ESL classes for adults twice a week – Monday and Wednesday evenings
- 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

The evidence we will use throughout the year to evaluate our progress towards meeting our goal includes:

- Flyers of workshops and events sent to parents/guardians
- Agendas for the meetings and workshops
- Increased attendance at PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	2	6	3	1	1	2								15
Intermediate(I)	0	4	2	2	1	0								9
Advanced (A)	7	8	9	2	5	2								33
Total	9	18	14	5	7	4	0	0	0	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	1	0	0	1							
	I		1	1	0	0	1							
	A		11	6	3	1	0							
	P		5	5	2	6	2							
READING/ WRITING	B		6	2	1	1	2							
	I		5	1	2	0	0							
	A		4	7	2	5	2							
	P		3	3	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	4	2	0	7
5	0	2	0	0	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1	1		2		1		6
5		2	1		1				4
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Paste response to questions 1-6 here

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 their 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.

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

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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		