



**THE FLORENCE NIGHTINGALE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 01M110**

**ADDRESS: 285 DELANCEY STREET, NEW YORK, NY 10002**

**TELEPHONE: 212-674-2690**

**FAX: 212-4755835**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 110      **SCHOOL NAME:** The Florence Nightingale School

**SCHOOL ADDRESS:** 285 Delancey Street, New York, NY 10002

**SCHOOL TELEPHONE:** 212-674-2690      **FAX:** 212-475-5835

**SCHOOL CONTACT PERSON:** Karen Feuer      **EMAIL ADDRESS:** kfeuer@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nancy Lasher

**PRINCIPAL:** Karen Feuer

**UFT CHAPTER LEADER:** Melanie Macioce

**PARENTS' ASSOCIATION PRESIDENT:** Eric Perez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 01      **CHILDREN FIRST NETWORK (CFN):** 406

**NETWORK LEADER:** Sandra Litrico

**SUPERINTENDENT:** Daniella Phillips

## 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
Karen Feuer	*Principal or Designee	
Melanie Macioce	*UFT Chapter Chairperson or Designee	
Eric Perez	*PA/PTA President or Designated Co-President	
	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	
Samantha Levine	Member/Teacher	
Eileen Krater	Member/Teacher	
Laura Wilson	Member/Paraprofessional	
Lauren Barack	Member/Parent	
Peter Zweibach	Member/Parent	
Steven Miyao	Member/Parent	
Nancy Lasher	Member/Parent/SLT Chairperson	

(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.

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PS 110 has a Gifted and Talented class on every grade level from kindergarten through fifth grade, an Integrated Co-Teaching Class (ICOT) on every grade level, a general education class on every grade level and a 12:1:1 class in fourth grade. Our educational objective is to be able to provide every student with targeted instruction that best suits his/her learning style, interests and ability.

PS 110 are housed in a 108 year old building on the lower east side of Manhattan. The school embodies both a sense of history and tradition mixed with an appreciation for change and development. Our longstanding relationship with Henry Street Settlement's Abrons Arts Center clearly highlights this juxtaposition. PS 110 students have benefited from architecture and visual arts programs from Abrons Arts Center for many years. This year, the one-day a week visual art residency places a teaching artist in 12 different classrooms in grades K – 5. Currently, we are a GLOBE School. This 3-year grant and commitment integrates the Salvatori pedagogy into our schools' curricula through a comprehensive program of professional development for teachers and direct services to students. The Salvatori pedagogy supports child-centered, project-based learning with an emphasis on making interdisciplinary connections. Eight classrooms in grades 1 – 5 are participating this year and over the next two years the pedagogy will be shared with up to 16 other classes. Additionally, our third grade students are participating in TADA!'s musical theater writing residency to learn the skills involved in writing, composing and performing an original musical; fourth grade students receive dance instruction from *National Dance Institute* (NDI); fifth grade students experience theatre arts every spring that includes singing and dancing with *Rosie's Broadway Kids*, and this year again, second graders will benefit from creative writing instruction through NYU's *Teachers & Writers Collaborative*. Every class receives chess instruction for a 15 week cycle and recently, an after school program was launched for those students most interested in the game and playing competitively. Our in-school music teacher has launched both a lower (second and third grades) and upper (fourth and fifth grades) school chorus and 40 plus fourth and fifth graders have been selected for a new school band that they auditioned for. New York Piano School provides an after school fee-based piano program three days a week. We believe that arts connections can be made within all areas of curriculum and can help enhance student learning in all content areas. We also believe in cultivating the many gifts and talents that our students possess in the various arts disciplines and interest areas that students identify. We are currently working towards a more integrated approach to teaching the arts in which we directly tie newly acquired art techniques and mediums to our curriculum units of study.

PS 110 also boasts an updated recess program. While our students have enjoyed the opportunity to play games in the school yard for many years, this is the second year that we have incorporated a physical fitness and skills development program called *Kids in the Game* and the new *Recess Enhancement Program* through Asphalt Green. Four days a week, all students have the opportunity to learn and play games with the support of trained coaches, one from program. In addition to providing

another opportunity to encourage fitness and organized sports, it has helped develop community on a school-wide level and self-esteem on an individual level.

Overall, our holistic approach to instructing students, stimulating both mind and body, has provided us with a unique lens with which to understand and educate our students. While not new to this 108 year old building, the approach has been updated and refined to include new enrichments programs that align with the school's educational goals.

## **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.

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## **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?
- 

### **Progress Report Data: 2008-09 and 2009-10**

PS 110 dropped 2 grades (from a B to a D) on its Progress Report from 2008-09 to 2009-10. The performance of students fell dramatically in English Language Arts. We went from 81.5% of students performing at proficiency (level 3 or 4) to 51.5% although the median student proficiency only dropped from 3.33 to 3.03. In mathematics we went from 88.5% at proficiency (level 3 or 4) to 67.5% and the median student proficiency dropped from 3.78 to 3.54.

The change in the scale score cutoff for levels 1 through 4 had the most impact for the percentage of students performing at proficiency (level 3 or 4).

Student progress is more difficult to compare from 2008-09 and 2009-10 because the metrics have changed. Essentially we showed negative growth in English Language Arts as compared with our peer group and even worse when comparing the schools lowest third with (-16.5%).

In mathematics our median growth percentile barely hit the 50% mark with 49.4% of our students showing growth and 44.0% of the schools lowest third showing growth.

Given the data, we continue to show limited progress being made by less than half our student population in mathematics and no progress being made in English Language Arts.

This data indicates that our instructional practices need to be more effective and targeted and that teachers, especially those teaching in grades three through five require professional development to improve their current practice as well as identify levers for improved student achievement .

### **What have been the greatest accomplishments over the last couple of years?**

According to the 2009-10 Quality Report:

- The school uses a range of academic, cultural, and community partnerships, with financial support from the parent teacher association to enhance learning during the regular school day and after school. These programs, along with visual arts, theatre and dance, provide a range of curricula experiences for students and professional development opportunities for teachers.

- The school regularly evaluates and revises curricular and instructional decisions to improve student outcomes, and strengthens the use of organizational resources to build coherence in policies and practices.

### **What are the most significant aids or barriers to the school's continuous improvement?**

A significant aid to the school's continuous improvement is the Principal and Assistant Principal's involvement in classroom visits, grade level meetings, monthly staff meetings, dissemination of weekly bulletin messages, and supervision of lunch and recess are occasions during which school leaders can observe, encourage and facilitate improvement as well as be seen as actively engaged in all aspects of the school community. In addition, weekly Pupil Personnel Team meetings with a clear structure, tracking system and follow-up mechanisms in place has sent a clear and explicit message to staff that everyone is accountable for providing students at-risk in general education classrooms with intervention strategies to minimize referrals or recommendations to more restrictive settings.

An additional aid to the school's continuous improvement is the Core Inquiry Team. Last year, the team studied the work of Richard Allington and response to intervention to put in place an early morning intervention program that targets our most struggling readers in grades K – 5. That morning intervention program is now embedded in each classroom and includes matching readers to “just right” books, expanding reading activity (more time on task), focusing on meta-cognition and meaning (encouraging students to understand what they are doing to make meaning as well as improve comprehension), and to the extent possible, for adults to model good reading practices and convey their own reading life to their students. Currently, the Core Inquiry Team has a member who is a direct liaison to each of the teacher teams working together on action research.

Barriers to continuous school improvement were identified based on the results of the 2009-10 Quality Review and include:

- Lack of understanding by staff of action research so that inquiry teams can conduct more reflective, professional conversations and leverage best classroom practice. Not all teachers have yet developed expertise in using research data to identify and replicate best practices and effective instructional strategies in order to drive student achievement. Teachers using formative data to differentiate instruction so that lesson planning and classroom activities reflect rigor and purposeful groupings.
- Fine-tuning school-wide systems for providing feedback to students and families on their progress, so that students can articulate their next learning steps.
- Expanding systems to monitor student achievement data against which progress is measured, adjustments made, and success evaluated for all students, specifically to meet the needs of higher achieving students.

Additional barriers to continuous school improvement are:

- A lack of sufficient professional development to support teachers and build capacity based on individual needs.
- Inadequate funding allocations to support professional development for staff, comprehensive academic interventions services, and enrichment programming.



## 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.

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### **Goal #1**

After conducting a needs assessment, the SLT determined that given both limited performance and lack of progress made by students on the 2009-10 Progress Report, we had to improve comprehension skills in literacy for all students.

According to the 2009-2010 School Progress Report, 51.5% of students performed at a proficiency level of 3 or 4. By June 2011, the number of students performing at a proficiency level of 3 or 4 will increase by 15% (to 66.5%) and the median growth percentile for all students and the schools lowest third will increase by 25% (to 8.5%) as measured by the New York State Reading Exam.

### **Goal #2**

After conducting a needs assessment, the SLT determined that given both limited performance and lack of progress by students on the 2009-10 Progress Report, we had to improve the number sense and mathematical thinking of students in math on the 2011 standardized math exam.

According to the 2009-2010 School Progress Report, 67.5 % of students performed at a proficiency level of 3 or 4. By June 2011, the number of students making progress at a proficiency level of 3 or 4 will increase by 15% (to 72.5%) and the median growth percentile for all students and the schools lowest third will increase by 25% (to 69%) as measured by the 2011 Mathematics Exam.

### **Goal #3**

After conducting a needs assessment, the SLT determined that in response to the recommendation in the 2009-2010 Quality Review, a system to monitor student achievement data will be put into place. The system will enable teachers and administrators to assess and monitor progress and make adjustments to ensure success for all students.

By June 2011, 100% of classroom teachers and science cluster teachers will have engaged in setting at least 6 learning goals for each student in reading, writing, mathematics, and science and participated in at least 10 data analysis activities during teacher team inquiry meetings or at grade level meetings to track and monitor progress of all sub-groups of students (special education, English Language Learners, and the lowest 1/3, and higher performing students in the self-contained Gifted & Talented classes).

### **Goal #4**

After conducting a needs assessment, the SLT determined that in response to the 2009-2010 School Survey results that school leaders do not invite teachers to play a meaningful role in setting goals and making important decisions for the school and letting staff know what is expected of them, the principal will ensure opportunities for staff to communicate and participate in setting educational goals for the school, and engage in an active partnership to promote learning and improve communication.

To increase the number of teachers that play a meaningful role in setting goals and decision-making by 20% (from 31% to 51%) and to improve communication with staff so that they know what is expected of them by 10% (from 51% to 61%) as measured and reflected on the 2010-2011 School Survey.

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve comprehension skills in literacy for students.</b> According to the 2009-2010 School Progress Report, 51.5% of students performed at a proficiency level of 3 or 4. By June 2011, the number of students performing at a proficiency level of 3 or 4 will increase by 15% (to 66.5%) and the median growth percentile for all students and the schools lowest third will increase by 25% (8.5%) as measured by the New York State Reading Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will participate in a year-long debrief and discussion of the professional text that they read together over the summer (7 Keys to Comprehension by Zimmerman and Hutchins). Formal discussion sessions are scheduled for September 7, January 3, and March 7. Discussions will continue in teacher teams during inquiry study. Teachers were also reminded to incorporate ideas from the text in their literacy-based formal observations.</li> <li>• Implementation of new Emergent Storybook Curriculum based on the work of Elizabeth Sulzby in Kindergarten that encourages enjoyment of stories, shared experiences, storytelling and early practice of basic comprehension skills (retelling, predicting, questioning).</li> <li>• Bi-monthly grade level study groups reviewing and revising reading and writing curriculum, and alignment with the new Common Core Standards in reading, writing and language.</li> <li>• Use of new school wide goal setting tools in reading and writing to facilitate teachers ability to explicitly identify smart goals for students.</li> <li>• Improved communication with families and students about learning goals facilitated by new school wide goal setting tools.</li> <li>• Continuing development of teacher leaders in curriculum mapping and new Common Core Standards which includes attendance at a workshop on Election Day with Grant Wiggins.</li> <li>• ESL teacher will push in to two classrooms (first and second grades) where English Language Learners (ELLs) have been clustered during reading and writing workshop to support the curriculum and teachers with instructional strategies most effective for ELLs.</li> <li>• Two classroom teachers with clusters of ELLs will be trained in strategies that are most effective for teaching English Language Learners.</li> <li>• Revising classroom assessments for formative use.</li> <li>• Literacy coach will work individually with teachers to support them in more explicit and purposeful</li> </ul>

	<p>teaching and differentiated lessons for teachers in co-teaching (CTT) classrooms.</p> <ul style="list-style-type: none"> <li>● Collaborative teacher inquiry teams will meet using one 37.5 minute block each week to study student data with a focus on reading informational texts and student writing.</li> <li>● Teachers will ensure that all students are reading appropriately matched leveled texts and designate one or two independent reading periods a day with the goal of building up reading stamina (for at least 30 minutes) across the testing grades</li> <li>● Our most struggling readers K – 5 will be invited to early morning extended day and receive an additional 30 minute independent reading block using appropriately matched leveled text and focusing on the 7 comprehension strategies three times a week.</li> <li>● Purchase of additional leveled texts to update and improve classroom libraries</li> <li>● Parents will be invited to workshops to learn about the <i>7 Keys to Comprehension</i> to better support teaching in the classroom and help support their children.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p>Funding for classroom library leveled texts through NYSTL library books allocation</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>● Monthly grade level meeting minutes</li> <li>● Agendas and minutes from teacher team meetings</li> <li>● Minutes, agendas and print materials from PD opportunities</li> <li>● Reading and writing curriculum maps</li> <li>● Classroom assessments and checklists</li> <li>● Attendance records for early morning extended day</li> <li>● Coaching logs</li> <li>● Formal and informal classroom observations by Principal and Assistant Principal</li> <li>● Results from periodic assessments</li> <li>● Tracking and monitoring data from Fountas &amp; Pinnell fluency and comprehension results at least 3 times a year (October, January, May)</li> <li>● 75% of the 8 (5-first grade and 3 – second grade) ELLs will score at a proficient level on the NYSESLAT</li> <li>● End-term Progress: One year of academic progress with students in levels 2 and 3 making progress (as measured on the State standardized tests)</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p>OTPS allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Monthly grade level meeting minutes</li> <li>• Agendas and minutes from teacher team meetings</li> <li>• Minutes, agendas and print materials from PD opportunities</li> <li>• EDM End of Unit Assessments</li> <li>• (SMART) Goal setting data sheets</li> <li>• Periodic assessment results</li> <li>• Formal and informal classroom observations</li> <li>• <i>Navigator</i> checkpoints (3) and post-test to assess progress</li> <li>• End-term Progress: 15% increase of progress in with students at level 3 or 4</li> <li>• One year of academic progress with students in levels 1/3 making progress (as measured on the State standardized tests)</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** English Language Arts, Mathematics, Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In response to the recommendation in the 2009-2010 Quality Review, a system to monitor student achievement data will be put into place. The system will enable teachers and administrators to assess and monitor progress and make adjustments to ensure success for all students. By June 2011, 100% of classroom teachers and science cluster teachers will have engaged in setting at least 6 learning goals for each student in reading, writing, mathematics, and science and participated in at least 10 data analysis activities during teacher team inquiry meetings or at grade level meetings to track and monitor progress of all sub-groups of students (special education, English Language Learners, and the lowest 1/3, and higher performing students in the self-contained Gifted &amp; Talented classes).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• During monthly grade level meetings in mathematics and bi-monthly meetings in literacy, teachers will review curriculum maps for adjustments and learning outcomes.</li> <li>• During teacher team inquiry meetings, staff will study student data and student work to understand what next steps are needed to support students to make progress.</li> <li>• Teachers will communicate goals to students and keep them readily available so that students know what they are working on.</li> <li>• Teachers will use conference notes to track progress towards meeting goals for students.</li> <li>• Principal and Assistant Principal will review student reading data at least three times a year.</li> <li>• Principal and Assistant Principal will monitor action plans teachers have developed for students at least six times a year.</li> <li>• Principal and Assistant Principal will conduct informal and formal classroom visits and monitor use of small work groups, review goals and other evidence that student's needs are being met.</li> <li>• Principal and Assistant Principal will facilitate professional development opportunities for all staff, specifically focused on action research and teacher inquiry.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p>N/A</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Minutes of grade level meetings</li> <li>• Agendas and minutes of teacher inquiry team meetings</li> <li>• Agendas, minutes and materials from PD opportunities</li> <li>• Submission of goal setting sheets for individual students and small groups.</li> <li>• Formal and informal classroom observations.</li> <li>• NYS grade 3 - 5 ELA and math assessment results</li> <li>• 2010-2011 Quality Review</li> </ul>

**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):** Professional Learning Community

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In response to the 2009-2010 School Survey results that school leaders do not invite teachers to play a meaningful role in setting goals and making important decisions for the school and letting staff know what is expected of them, the principal will ensure opportunities for staff to communicate and participate in setting educational goals for the school, and engage in an active partnership to promote learning and improve communication.</p> <p>To increase the number of teachers that play a meaningful role in setting goals and decision-making by 20% (from 31% to 51%) and to improve communication with staff so that they know what is expected of them by 10% (from 51% to 61%) as measured and reflected by the 2010-2011 School Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Meet regularly and individually with staff members to review professional goals, assess progress toward meeting them, and align professional development to support them.</li> <li>• Provide regular and written feedback to staff that includes identifying both instructional and management strengths (and successes), in addition to areas to be worked on during informal visits to classrooms.</li> <li>• Offer professional development opportunities to all staff and encourage participation to build capacity in everyone.</li> <li>• Set agenda and identify staff facilitators for monthly staff meetings based on school-wide needs identified by staff through a questionnaire.</li> <li>• Invite teachers to play meaningful roles through the School Leadership Team, Core Inquiry Team, and as grade or teacher leaders in mathematics. Encourage all teachers to share their expertise and provide opportunities to showcase their individual strengths during teacher team meetings, staff meetings and planning meetings.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<p><b>OTPS Allocations</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>● New teacher involvement in School Leadership Team (SLT) and other teacher leader opportunities</li> <li>● Passage of School Based Option Vote (to set aside one 37.5 minutes for teacher teams to meet)</li> <li>● Faculty meeting agendas set by teachers</li> <li>● Mid-year needs assessment survey (January 2011)</li> <li>● SLT Mock School Survey</li> <li>● Improved School Survey according to teachers</li> </ul>

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	











## **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	12	0	N/A	N/A	0	2	0	5
1	20	0	N/A	N/A	0	2	0	5
2	12	4	N/A	N/A	0	2	1	10
3	16	6	N/A	N/A	1	0	1	10
4	15	9	10	15	0		4	104
5	20	11	4	20	0	0	4	304
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <u>Foundations</u>: (Kindergarten and First Grade) Early morning extended day, 3 days a week for 37.5 minutes in small groups (no more than 4 students)</li> <li>• Response to Intervention (Richard Allington design): (Grades 1-5) Early morning extended day, 3 days a week for 37.5 minutes in small group 1:3 ratio of teacher to student</li> <li>• <u>Reading Recovery</u> during the school day 5 days a week for 18 weeks for 8 - 10 of the lowest readers in first grade</li> <li>• <u>Wilson: Early morning extended day, 3 days a week for 37.5 minutes in a small group or one-to-one</u></li> <li>• Guided reading groups: (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups</li> <li>• Push-in mandated SETTS services that include at-risk students for small groups during readers/writers workshop at least 2 times a week in specific classrooms</li> <li>• ESL Academy for English Language Learners and non-ELLs with a focus on writing and oral language acquisition (15 weeks, January – May)</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <u>Math Navigator</u> (Grades 3 – 5): Early morning extended day, 3 days a week for 37.5 minutes in a small group of up to 10 students</li> <li>• Guided math groups: (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Early morning small group instruction with a focus on reviewing material that has already been taught in class, 3 days a week for 37.5 minutes</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Guided social studies groups (grades 4 and 5) during the school day</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Targeted at-risk services provided by the Guidance Counselor to specific students identified through the Pupil Personnel Team process, once a week either small group or individual counseling</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• School psychologist will offer clinical services, agency referrals and educations, social and personal services during the school day on an as needed basis to at-risk students and their families. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting <b>additional student support services</b>.</li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"><li>• School social worker will provide counseling services to at-risk students and students will be assisted in learning how to cope with their behavioral issues</li><li>• Individual and group counseling for specific students</li></ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>• School nurse will assist individual students in learning how to cope with health related issues such as diabetes and asthma as well as hygiene, health and sex education</li></ul>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 1-5 \_\_\_\_\_ Number of Students to be Served: 20 \_\_\_\_\_ LEP 10 Non-LEP

Number of Teachers 3 Other Staff (Specify) Principal

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

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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In addition to our mandated ESL program, the Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our first through fifth grade English Language Learners on either Saturday mornings or after school. From January until May, the ESL Academy will offer three mini courses over 15 weeks that will address beginner, intermediate, advanced and extension of service needs of LEP and literacy needs of non-LEP students. One New York State Certified ESL teacher, one Certified Music Educator, and one Certified Elementary School Teacher will work with students for an additional two hours each week. This supplemental instruction will help these students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLS will cycle through each of the 3 mini courses listed below.

1. Communicating Through Expository Writing. Students will focus on essay writing to enhance their writing skills that include: identifying the main idea, adding details to support the main idea, topic relevance, vocabulary and conventional sentence structure and basic punctuation and capitalization rules.
2. Communicating Through Cartoons. Students will write and illustrate cartoon stories and sentences to help build language fluency, understanding sequencing, and sentence structure as well as basic language skills: listening, speaking, reading and writing.
3. Communicating Through Songwriting. Students and teachers select a theme, poem, or piece of literature as an inspiration to begin writing their own songs. Working with the music teacher, students learn about melody, arrangement, meter, rhythm, and lyrics and then compose and write original songs. This workshop ends with a musical performance. Basic language skills: listening, speaking, reading and writing will be reinforced and practiced through the arts.

**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.

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Professional Development is important to our learning community and our ESL Teacher and classroom teachers with a cluster of ELL students have participated in workshops provided by the Department of Education and The NYS Education Department, Brooklyn/Queens BETAC. Classrooms have worked with NYU’s Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom.

### **Section III. Title III Budget**

School: PS 110 BEDS Code: 310100010110

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the

		program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.
  - a. The ESL teacher in collaboration with administration will review all Home Language Information Surveys (HLIS) and compile a list of those families in which English is not the first language spoken
  - b. In collaboration with the PTA, the SLT will design and disseminate a survey to be sent home to all PS 110 families to assess their written translation and oral interpretation needs
  - c. The SLT will cross-reference the data from the HLIS and the larger school community to ensure that we have captured all parents that may not be receiving information in a timely or understandable manner
  
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.
  - By December 2010, a summary of PS 110's written translation and oral interpretation needs and the strategies/remedies to address them will be communicated to the school community by the SLT through the monthly newsletter, a PTA meeting, posted on the website and disseminated in the monthly letter from the Principal. Currently PS 110 has contracted with Lingualinx to provide written translation. Within the multicultural PS 110 community there are 3 Spanish speakers and 5 Chinese speakers on staff to provide interpretation for families.

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

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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.
  - a. PTA meeting notices are currently being translated (in Spanish and Chinese) by an outside vendor along with various notices and flyers

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.
  - a. Oral interpretation services are currently being provided by the Parent Coordinator and Paraprofessionals (Spanish) and four Chinese speaking staff during Parent-Teacher Conferences.
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>.

**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:		\$351,840	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$3,518	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

## **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.
  - See Section IV
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.

- Are consistent with and are designed to implement State and local improvement, if any.

- See Section III and Section IV

3. Instruction by highly qualified staff.

- According to the 2009-10 BEDS survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are “highly qualified.”

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.

- Principal is attending Network Principal’s Institute providing professional development on: Common Core Standards, curriculum mapping (Grant Wiggins), and student writing (Ralph Fletcher)
- Assistant Principal is attending Network AP Institute providing professional development on evaluating teachers, goal setting and effective teacher development, looking at student work in the area of writing (focus on ELL and Special Education sub-groups) development and support of Inquiry Teams, and development of professional learning communities
- Literacy coach has been identified as the Common Core Standards liaison and is attending 6 sessions at Teacher’s College to align curriculum with new standards and turn-key learning with relevant school staff
- Teacher leaders in mathematics in both lower and upper grades have been identified for 6 sessions to specifically address the Math Common Core Standards and turn-key learning with relevant school staff
- Professional Development for CTT/ICOT co-teachers is available for the second year to self-selected and targeted co-teaching staff using the coaching model to build capacity in co-teaching models. CTT Consultant observes, models, and debriefs with each CTT co-teaching team during every visit to initially establish individual goals, next steps and successes towards reaching those goals.
- CTT Consultant is teaming with the Literacy Coach to support lesson planning that includes differentiated instruction, structures and materials to meet the needs of all students in the classroom.
- CTT Teams will visit each other’s classrooms to observe co-teaching models.
- CTT Teams will visit other schools to observe best practices as well as co-teaching models and debrief with colleagues about their successes and student achievement.

- Teachers are attending Math in the City sessions

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

- N/A

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

- Literacy Coach to schedule workshops for parents/guardians on Balanced Literacy, Fountas & Pinnell Benchmark Assessment System and Reading Comprehension Strategies (based on a professional text)
  - Provide leadership training to parents/guardians with a focus on building a culture of shared values
  - Sponsoring a series of parent workshops with a focus on nutrition, health and child development
  - A series of readings by authors of children’s books in the library
  - Sponsoring ESL classes and activities for non-English speaking parents
  - Computer education classes for both children and their parents/guardians together
  - Create a new Parent Handbook and school brochure in three languages
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- Teachers developed a goal setting system to communicate progress of individual students that is being used school wide
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- N/A
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- *See Appendix 2*
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- N/A

**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, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### 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.

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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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - Three students
2. Please describe the services you are planning to provide to the STH population.
  - In general the following services are available based on needs:
    - PTA discretionary fund for school supplies and dress code clothing
    - Parent Coordinator is accessible in person or by telephone and acts as a coordinator of all services inside the school and recommended externally
    - Guidance Counselor is available for at-risk services
    - School-based Psychologist and Social Worker provides direct services as well as outside referrals
    - Shelter visits by the Principal and the Parent Coordinator
    - On-site afterschool program
    - Social service programs and resources with partner CBO agencies: Gouverneur Hospital, Henry Street Settlement, Educational Alliance, University Settlement

### **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**

<b>School Name:</b>	P.S. 110 Florence Nightingale						
<b>District:</b>	1	<b>DBN:</b>	01M11	<b>School</b>		310100010110	
<b>DEMOGRAPHICS</b>							
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		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	29	35	35		93.5	94.6	94.3
Kindergarten	70	62	72	<b>Student Stability - % of Enrollment:</b>			
Grade 1	82	68	62	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	84	78	60		96.4	98.4	98.6
Grade 3	63	88	71	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	83	67	75	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	54	75	56		58.2	61.9	65.5
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	2	6
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	0	0
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	2	4	<b>Suspensions (OSYD Reporting) - Total Number:</b>	2007-	2008-	2009-
Total	465	475	435	<i>(As of June 30)</i>	0	0	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>	2007-	2008-	2009-
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	13	10	10	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT)	46	55	48	Superintendent Suspensions	0	1	0
Number all others	24	30	18	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		38	38	37
# receiving ESL services only	30	32	TBD	Number of Teachers			
# ELLs with IEPs	4	16	TBD	Number of Administrators and Other Professionals	10	11	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	3	10

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	97.4	100.0	100.0
				% more than 2 years teaching in this school	76.3	84.2	81.1
				% more than 5 years teaching anywhere	55.3	60.5	70.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		97.0	95.0	100.0
American Indian or Alaska Native	2.2	2.1	1.6	% core classes taught by "highly qualified" teachers	96.2	88.3	100.0
Black or African American	15.7	14.5	14.9				
Hispanic or Latino	53.1	49.9	45.5				
Asian or Native Hawaiian/Other Pacific	13.1	13.1	12.9				
White	14.6	18.3	24.8				
<b>Male</b>	48.6	47.2	50.8				
<b>Female</b>	51.4	52.8	49.2				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Diferentiated 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	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>			5	5	1		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	25.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	11.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**THE FLORENCE NIGHTINGALE SCHOOL PS 110**  
**285 Delancey Street, New York, New York 10002**

**Title I Parent Involvement Policy and Parent-School Compact for PS 110 Florence  
Nightingale School**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 110, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 110's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 110 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., Curriculum Night, Balanced Literacy Workshop, Interdisciplinary Learning Workshop, Partnership with Gouvener Hospital, How families Can Support Test Preparation Workshop);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children (Parent Leadership Training, Adult Book Club, Conversational English Instruction for Adults);
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (Goal Setting and family resources);
4. Providing assistance to parents in understanding City, State and Federal standards and assessments (Principal's Report at PTA Meetings);
5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;

PS 110's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 110's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 110 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services;

and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (Coffee Talk with the Principal, AM Reports on specific issues), quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**PS 110 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

PS 110, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 110 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

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

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;
- *[add other activities, if applicable]*

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by The School Leadership Team on December 14, 2010.

This Parent Involvement Policy was updated on January 11, 2011.

The final version of this document will be distributed to the school community on February 8, 2011 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 <b>CFN 406</b>	District <b>01</b>	School Number <b>110</b>	School Name <b>Florence Nightingale</b>
Principal <b>Karen Feuer</b>		Assistant Principal <b>Alana Jermanok</b>	
Coach <b>Melanie Levy</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Colette Luo/ESL</b>		Guidance Counselor <b>Katie Altman</b>	
Teacher/Subject Area <b>Denise Oehl/SETTS</b>		Parent	
Teacher/Subject Area <b>Lauren Bakian/First Grade</b>		Parent Coordinator <b>/Millie Candelaria</b>	
Related Service Provider <b>Jill Solow/Speech Therapist</b>		Other	
Network Leader <b>Sandra Litrico</b>		Other	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>438</b>	Total Number of ELLs	<b>26</b>	ELLs as Share of Total Student Population (%)	<b>5.94%</b>
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## Part II: ELL Identification Process

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

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

A Home Language Identification Survey (HLIS) is completed by parents (in their native language) of newly enrolled students at registration and an immediate determination of student's home language and eligibility for LAB-R testing is made by the ESL teacher (a trained pedagogue). An oral interview of the student/family is conducted by the ESL teacher at registration to assist in determining the home language. The interview is conducted in a language that the parent understands. The completed HLIS is signed by the parent and ESL teacher and one copy is placed in the student's cumulative record folder. The LAB-R is administered only once in the student's lifetime and within 10 days of initial enrollment if the student has a home language other than English. Parents are notified in writing of their child's status as an English Language Learner (ELL) in a language that they understand.

Parents of newly enrolled ELLs are invited to a Parent Orientation meeting within 10 days of enrollment into the school system. At orientation parents are informed of the program choices through a DVD in their home language from the EPIC toolkits. Orientation is facilitated by a licensed pedagogue (ESL teacher) with the assistance of the Parent Coordinator. Parents are provided with information regarding the three program models available in NYC public schools (Transitional Bilingual, Dual Language and ESL) in a language that they understand. Parents make an informed choice regarding their child's ELL program. The majority of parents select the ESL model. If parents select Transitional Bilingual or Dual Language they are provided the transfer option to another school that provides the selected model. Interpreters are provided as needed for parents who do not speak English either by school staff or by the DOE. All forms are presented to the parents in a translated version of the home language as needed. After reviewing the Parent Survey and program selection forms for the past few years we find the trend in program choices requested by our parents is freestanding ESL, the program model offered at PS 110.

The trends in program selection over the past few years have shown that overwhelmingly, parents select a freestanding ESL program. In September, city entitlement and non-entitlement letters are distributed to all ELLs who will continue to receive ESL services or who have tested out. A copy of the letter and a list of students are kept on file. Incoming students receive information during orientation in September. Program decisions are driven by parental option and not test scores or administration. The current program model aligns with parent requests that we receive. ESL immerses ELL students in the language that they have to acquire and does so most effectively and rapidly. All parent choice forms are reviewed carefully for patterns and trends and confirm that there has been no demand for transitional bi-lingual or dual language services. PS 110 maintain contact and communication with families of English Language Learners throughout the year in a number of ways, including one-on-one meetings, phone conversations, formal and informal parent-teacher conferences, newsletters, and written communication from the principal.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	7	7	7	3	2	1	0	0	0	0	0	0	0	27
<b>Total</b>	7	7	7	3	2	1	0	0	0	0	0	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers (ELLs receiving service 0-3 years)</b>	21	<b>Special Education</b>	9
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	6	<b>Long-Term (completed 6 years)</b>	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	
<b>TBE</b>	0									0
<b>Dual Language</b>										0
<b>ESL</b>	21	0	7	6	1	2				27
<b>Total</b>	21	0	7	6	1	2	0	0	0	27

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

### 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

**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
Other														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	4		1	1								14
Chinese	2	3	2	3	1									11
Russian														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
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>27</b>						

## 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

1. a and b) ELLs are organized by grade and proficiency levels. Our ESL program goal is to support the integration of ESL students into mainstream classrooms, therefore instruction is delivered using both the pull-out and push-in models. For example, the ESL teacher pushes into a first grade class with 7 English Language Learners (6 intermediates and 1 beginner) and co-teaches in the classroom. The push-in periods encompass both literacy and math instructional blocks during 4/45 minutes periods a week. In addition, we use a pull-out model with students to provide one-on-one support so crucial to beginning and intermediate second language learners. All ELLs have been clustered in classrooms by grade level this year and as it happens, their proficiency levels are generally similar ensuring that instructional strategies used by the classroom teacher can be targeted if appropriate. In addition, during pull-out periods ELLs are clustered by proficiency level spanning grades 2 - 4.

2. Both our organizational models (push-in, pull-out) and program models (homogeneous proficiency levels) are in place to ensure that the mandated number of ESL instructional minutes are provided to each of our English Language Learners based on proficiency levels.

3. ESL instruction integrates both subject and language learning. We want ELLs to learn concepts and content knowledge while learning their second language. The ESL strategies are applied in teaching the four language modalities including listening, speaking, reading and writing. While targeting the areas of listening and speaking, the ESL teacher provides the opportunities and the environment for interactions between students as well as interactions between teacher and student. During activities that require problem solving, students solve the problem after a discussion (turn and talk) with their partner; then they report back to the class. Students also practice language skills by surveying their classmates, parents, and teachers on a variety of topics integrating mathematics skills as well. Currently, teachers are using technology (ipods, phone apps, computer programs, voice threads and technology assisted feedback) to improve writing skills in addition to scaffolding students' speaking and listening skills. In addition, in many classes with clusters of ELLs, teachers are asking probing questions and using less teacher talk to encourage student participation in deeper and more meta-cognitive ways.

The ESL teacher reinforces strategies of visualization and making connections (activating prior knowledge) with ELLs to help build comprehension. Other strategies that are taught and align with ELA classroom instruction and other comprehension strategies such as asking questions and inferencing.

4. a) Our one (1) SIFE student (newly enrolled) receives pull-out ESL instruction. Additional support is provided by the ESL teacher pushing into his classroom during science periods two additional times a week. Classroom teachers recently received instruction on two effective instructional strategies to be used during literacy blocks that encourage use of all modalities of language development: "dictogloss" and activation of prior knowledge.

b) Our plan for ELLs in US schools less than three years includes explicit ESL classes taught by the ESL teacher through a pull-out program in class periods of 50 minutes each day and additional language support during a one day a week Title III program for 2.5 hours.

c, d and e) Long term ELLs as well as ELLs identified as students with disabilities are receiving pull-out ESL instruction at an intermediate level and targeted classroom instruction in a particular area of weakness. In addition, ELL students receive an extra 37.5 minutes of instruction during our morning extended day program. The ESL teacher consults with the classroom (general education and/or special education) teacher to set individual learning goals in all content areas/language modalities for each long term ELL and ELL identified with disabilities.

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## 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

5 and 10.

ELLs are encouraged to become conversant in content areas or on topics by building knowledge in their home language and making connections based on schema with appropriate leveled texts. Question webs are used in the ESL classroom to encourage connections. ELLs need to practice the technique of questioning with a peer buddy and their teacher to make meaning of their reading and give voice to what they don't understand. Teaching ELLs must include explicit expectations for developing critical thinking, interpretation and drawing conclusions and a lot of practice to ensure skill development.

Teaching ELLs to question while reading helps them understand how to infer meaning from a text. Modeling and practice with texts greatly

improves reading comprehension. Each of our ESL instructional periods is 45 minutes long. Beginners and intermediate ELLs receive eight periods of mandated instruction per week as per Part 154 and advanced students receive four periods of mandated instruction per week.

All instruction is differentiated by sub-populations depending on the skill level of the student and includes modifications to templates, worksheets, number problems, writing assignments, materials (paper, writing tools) and independent reading books.

Materials that are used at PS 110 are comprehensible to the ELL student and meet their developmental, cognitive, social and cultural needs to encourage language proficiency. Students spend time in language-rich environments in which they observe, touch, listen, talk, and interact with others. Early reading and writing instruction in a print-rich environment is informal and playful and based on oral language activities which lay the foundation for reading and writing. Currently, ipods and other technology that ELLs use to express oral language as well as hear language and apply to writing activities is being used. PS 110 provides a balanced literacy program that teaches skills within the context of meaningful interactions with leveled texts that elicit responses from students about ideas, characters and events. Using children's literature from a wide variety of cultural backgrounds is key to engaging the ELL student. PS 110's classroom libraries include books in students' native language and in the computer lab, ELLs can access easy to follow computer software to improve reading and speaking skills.

Targeted intervention for ELLs in ELA includes early morning reading instruction to double or triple the rate (accelerate) of reading to practice and catch-up to their non-ELL peers. High success reading requires building an at-glance word recognition vocabulary and the best way to do that for all students is to experience lots of high-success reading and provide opportunity for students to discuss their reading. You can't learn from a book you cannot read accurately, fluently, and with understanding.

The ELA intervention is designed as a 30-minute expert tutorial or small group (two or three ELL/Non-ELL) students) which represents a one-third increase in reading lessons and puts books in the hands of students that they can read all day long. Initially the focus is on reading strategies: slowing down and rereading are two of the most common that good readers use when they encounter difficulty with a text and then move onto practicing comprehension strategies that include: monitoring for meaning, using and creating schema, asking questions, determining importance, inferring, and using sensory and emotional images.

This early morning intervention for struggling readers services 6 of 7 first grade students; 2 of 7 second grade students; 1 of 3 third grade students; 1 of 3 fourth grade students and 1 of 1 fifth grade ELLs, all of whom started out reading below grade level. In addition, our ESL teacher is working another 50 minute opush-in period period with 7 of 7 Kindergarten ELLs.

Teachers work with small guided math groups in their classrooms and focus on previewing as well as reviewing concepts taught. Beginning in January 2011, a teacher on each grade will be assigned a group of low performing math students (some of whom are ELLs) to specifically teach into individual areas of weakness.

In addition to our mandated ESL program, Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our Kindergarten through fifth grade English Language Learners afterschool. From January until May 2011, the ESL Academy will offer three mini courses over 15 weeks that will address beginner, intermediate, advanced and extension of service needs of LEP students. One New York State Certified ESL teachers, one Certified Music Educator, and one Certified Elementary School Teacher will be working with students two and half additional hours a week. This supplemental instruction helps students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLs will cycle through each of the 3 mini courses listed below each week.

a. Communicating Through Expository Writing. Students will focus on writing in different genres to enhance skills that include: identifying the main idea, adding details to support the main idea, topic relevance, vocabulary and conventional sentence structure and basic punctuation and capitalization rules.

Students will review the characteristics of writing genres and write pieces from prompts that the teacher provides. Peer groups will be set-up to establish oral storytelling from pre-writing outlines (using graphic organizers) to scaffold students in their writing. As part of the revising process, students will read their writing pieces with a peer partner and the ESL teacher who offers feedback. A writing rubric will be developed for each essay to be written. The teacher will scaffold speaking, listening, reading, and writing with developmentally appropriate activities to enable students to master skills and complete higher level activities. Explicit ESL strategies will be used to scaffold learning, meet the specific needs of individual students and enable students to accomplish higher level tasks, transfer knowledge, and work independently during writing activities.

b. Communicating Through Visual Arts. Students will write and illustrate stories and sentences to help build language fluency, understanding

sequencing, and sentence structure as well as basic language skills: listening, speaking, reading and writing.

c. Communicating Through Songwriting. Students and teachers use their own writing - theme, poem, or piece of literature as an inspiration to begin writing their own songs. Working with the music teacher, students learn about melody, arrangement, meter, rhythm, and lyrics and then compose and write original songs. This workshop ends with a musical performance. Basic language skills: listening, speaking, reading and writing will be reinforced and practiced through the arts.

6. Students reaching proficiency on the NYSESLAT remain in their regular classrooms throughout the day and receive small group instructional support based on classroom assessments.

7. Two improvements this year in our ESL program include building capacity in specific classroom teachers with clusters of English Language Learners in their rooms to further enhance/support the English language instruction their students are receiving and to offer on-site adult English conversation classes for parents (in February), many of whom have children who are English Language Learners.

8. N/A

9. English Language Learners have equal access to all programs in the PS 110 building. Some of those programs include the on-site no-fee after-school program, early morning extended-day (37.5 minutes), Afterschool ELL Academy, band, chorus, chess and piano.

10. See above #5

11. Student's literacy skills are easily transferred from a first to a second language, therefore we encourage the use of an ELLs native language in our program to build a connection between home and school and enhance second language acquisition by making content comprehensible. Families are encouraged to read and talk to their children in the family's native language if it is strongest. It will give their children the richest possible language foundation and advance both student's native as well as English Language acquisition in academic and social situations enriching their understanding. Peers that speak the same language as an English Language Learner are encouraged to "buddy read" and converse during formal (classroom/library) and informal (lunch/recess) opportunities.

12. All ESL instruction corresponds to ELLs ages and grade levels.

13. Most newly enrolled ELLs are Kindergarteners and our Kindergarten classrooms provide a part-time phase in at the start of the school year. The ESL teacher and Parent Coordinator lead an orientation session while students are in their classrooms during those first two days of school that aims to inform families about the ESL program, demonstrate instructional practices and assists them with any questions they may have.

14. N/A

### 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

N/A

### 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.

Paste response to questions 1-3 here

1. English Language Learners and culturally diverse classrooms are the norm at PS 110. All educators and administrators have both pre- and in-service training opportunities in linguistic and cultural diversity and in principles of first and second language development throughout the year at grade level meetings and staff meetings. The certified ESL teacher will attend citywide conferences and turn-key linguistic and cultural information to facilitate learning and to build cross-cultural understandings.

Special education teachers and special education paraprofessionals receive 10 hours of training in specific teaching strategies to use when working with English Language Learners through a consultant model of professional development in place at PS 110 per Jose P. requirements.

At grade level conferences, the ESL teacher supports classroom teachers focusing on the learning needs of ELL students. The ESL teacher assists classroom teachers in developing strategies that will benefit ELL students and reinforce classroom teaching.

Our ESL Teacher has participated in workshops provided by the Department of Education, The NYS Education Department, Brooklyn/Queens BETAC, and our Childrens First Network - 406. Classroom teachers attended the Joe Renzulli's annual conference called Confratutue and have worked with NYU's Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom

2. PS 110 supports staff to assist ELLs as they transition from one school level to another during two garde level meetings facilitated by the ESL teacher and the Principal in early June that are devoted to articulation. All classroom teachers are required to complete a student profile card with pertinent information that is captured annually and maintained cumulatively throughout the years. The profile includes a snap shot of the student in multiple domains: special services (i.e. ESL), special needs, academic performance, social and emotional development and class history. Both the current and prospective grade teachers review class placements and discuss the needs of each student including those receiving ESL services.

3. The required minimum ELL training of 7.5 hours for all staff is conducted during Professional Development days at the start of the school year, on Election Day and during grade level meetings throughout the year. It includes explicit converstaions about using comprehension strategies, aqiring content vocabulary in science and social studies and best practices when teaching English Language Learners.

## 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

1. APL is a valuable tool through which families will be able to view student profiles and access the same data that school staff and administration use in making instructional decisions and monitoring for improvement. Involving both parents and students in conversations about goal-setting and the data that informs the process promotes more effective and collaborative home-school partnerships. APL will capture Acuity Predictive Assessment data as well as Fountas & Pinnell data.

A series of workshops will be designed to educate parents about APL and data. The Parent Coordinator, Data Specialist, Literacy Coach and Principal will participate in a series of workshops to further educate parents about their child's instructional, independent and guided reading levels and the expectations for language acquisition and performance at each level.

Student's literacy skills are easily transferred from a first to a second language encouraging the use of an ELL's native language to build a connection between the home and school. Families are encouraged to read and talk to their children in the family's native language if it is strongest. It will give their children the richest possible language foundation and advance both student's native as well as English language in academic and social situations. Peers that speak the same language as an English Language Learner are encouraged to "buddy read" and converse during formal (classroom/library) and informal (lunch/recess) opportunities.

Research indicates that the stronger the native language foundation, the greater the academic success in English literacy development. Students who are literate in their home language are likely to be literate in their second language and associate reading with meaning rather than simply recalling words – pronouncing words from print when they do not understand their meaning.

Parents will also be invited to a family workshop to build their assessment literacy and become familiar with the data captured on ARIS, which includes DYO assessment data. Open access hours in the school's computer room will be established and they can walk-in for one-on-one sessions with either the Parent Coordinator or the APL administrator. During monthly PTA meetings parents will continue to be exposed to assessment tools, data and analysis. Coaches and the data Specialists will lead workshops on the use of ARIS data and demonstrate the goal setting process. The ELL teacher, fluent in Chinese and the Parent Coordinator, fluent in Spanish, will lead monthly family workshops in conjunction with staff on: ARIS data, emphasizing ELL-related information, goal setting, and how families of ELL students can support their children's academic success at home based on the results of DYO assessments.

2. PS 110 partners with Everybody Wins! The organization facilitates Power Lunch that matches students with a volunteer reading "buddy" during lunch one day a week and has just launched a Bilingual Book Club for parents that meets two times a month. The first book that they are reading is House on Mango Street, by Sandra Cisneros. Many of the parents participating in the book club also have children in the Power Lunch program and are receiving ESL services. Parents are able to practice their literacy skills and model their own love of reading for their children. In addition, PS 110 has recently partnered with We Are NY to launch an English Conversation group for our parents with limited English proficiency.

3. PS 110 evaluates the needs of parents through a survey tool at least twice a year.

## 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)	1	1	2	0	1	0								5
Intermediate(I)	6	5	0	1	0	0								12
Advanced (A)	0	1	5	2	0	1								9

Total	7	7	7	3	1	1	0	0	0	0	0	0	0	26
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	0	0	0							
	I	6	0	1	1	1	0							
	A	0	6	6	0	0	1							
	P		1	0	2	0	0							
READING/ WRITING	B	1	1	1	1	1	0							
	I	6	3	1	0	0	0							
	A		2	3	2	0	1							
	P		1	2		0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	3	0	6
4	0	1	0	0	1
5					0
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	1		0		2		3		6
4									0
5									0
6									0
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	0		0		1		0		1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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)								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Currently, we have 5 beginners, 12 intermediate and 9 Advanced ESL students. Last year's NYSESLAT results indicated that students' strengths are in speaking, listening and reading across all grade levels, and that writing is an area of weakness.

1. PS 110 is using an assessment system that includes Fountas & Pinnell (F & P) Benchmark Assessment System and Acuity diagnostics and predictives (ELA and math) to provide a more effective way of monitoring ELL and all student progress. F & P is a common assessment that is used in the building, Kindergarten through fifth grade. Acuity is used in grades three through five. It is essential that there be a transparent system of assessment that makes sense as students move from grade to grade and that can be explained easily to both parents and students. We also believe that our current systems better link assessment with instruction and further teachers' understanding of the needs of their students to more effectively set learning goals that meet those identified needs so that students can meet and exceed performance levels. Using Fountas & Pinnell 5-times during the school year improves a teacher's ability to match books to a reader's abilities and make progress along a gradient of text. Once teachers are sure of a student's current reading level, they will be coached to provide many opportunities to practice reading with a high degree of success. Each level brings new challenges of vocabulary, decoding, concepts and syntax that teachers need to recognize and understand to notice so that they can determine how to teach and support students thinking about and beyond the text.

In order to ensure that teachers use data to drive their instruction, we want the data to make sense to them and for teachers to recognize assessment as an integral and continuous part of their teaching and not simply as a required task that is completed and then put aside. The Fountas & Pinnell Benchmark System provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K – 5. It is directly linked to Fountas & Pinnell levels A – Z and small group reading instruction using leveled books that align and match the leveled libraries in PS 110 classrooms.

The assessment measures decoding, fluency, vocabulary and comprehension skills for students, which is especially insightful when supporting ELLs in all areas of language acquisition. The assessment is based on empirical research on language development, vocabulary expansion, reading acquisition, and reading difficulties. The Fountas & Pinnell Benchmark Assessment System assesses the five elements of reading that are described by the National Reading Panel – phonological awareness, phonics, vocabulary, fluency, and comprehension. It also addresses issues of student motivation and interest in reading and links consistently with classroom leveled libraries and student as well as parent knowledge of reading levels

With support of the Literacy Coach, ESL teacher, and Assistant Principal, teachers will examine assessment results during grade level meetings and prep periods providing information on: reading behaviors, decoding issues, independent and instructional reading levels, accuracy, comprehension, and fluency. Data results will be captured on spreadsheets and input on line. Reading levels and a skill analysis will be used to set student learning goals that will also be recorded on internal templates used for goal setting. The data will be analyzed and

while triangulating the data with teacher observations and Fountas & Pinnell results.

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		

## Part VI: LAP Assurances

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

**School DBN: 01m110**

*All Title I SWP 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:		\$351,840	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$3518	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
96.55%

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.

## **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.

- **Progress Report Data: 2008-09 and 2009-10**

PS 110 dropped 2 grades (from a B to a D) on its Progress Report from 2008-09 to 2009-10. The performance of students fell dramatically in English Language Arts. We went from 81.5% of students performing at proficiency (level 3 or 4) to 51.5% although the median student proficiency only dropped from 3.33 to 3.03. In mathematics we went from 88.5% at proficiency (level 3 or 4) to 67.5% and the median student proficiency dropped from 3.78 to 3.54.

The change in the scale score cutoff for levels 1 through 4 had the most impact for the percentage of students performing at proficiency (level 3 or 4).

Student progress is more difficult to compare from 2008-09 and 2009-10 because the metrics have changed. Essentially we showed negative growth in English Language Arts as compared with our peer group and even worse when comparing the schools lowest third with (-16.5%).

In mathematics our median growth percentile barely hit the 50% mark with 49.4% of our students showing growth and 44.0% of the schools lowest third showing growth.

Given the data, we continue to show limited progress being made by less than half our student population in mathematics and no progress being made in English Language Arts.

This data indicates that our instructional practices need to be more effective and targeted and that teachers, especially those teaching in grades three through five require professional development to improve their current practice as well as identify levers for improved student achievement .

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o 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.
  - o Are consistent with and are designed to implement State and local improvement, if any.

• The school uses a range of academic, cultural, and community partnerships, with financial support from the parent teacher association to enhance learning during the regular school day and after school. These programs, along with visual arts, theatre and dance, provide a range of curricula experiences for students and professional development opportunities for teachers.

• The school regularly evaluates and revises curricular and instructional decisions to improve student outcomes, and strengthens the use of organizational resources to build coherence in policies and practices.

A significant aid to the school's continuous improvement is the Principal and Assistant Principal's involvement in classroom visits, grade level meetings, monthly staff meetings, dissemination of weekly bulletin messages, and supervision of lunch and recess are occasions during which school leaders can observe, encourage and facilitate improvement as well as be seen as actively engaged in all aspects of the school community. In addition, weekly Pupil Personnel Team meetings with a clear structure, tracking system and follow-up mechanisms in place has sent a clear and explicit message to staff that everyone is accountable for providing students at-risk in general education classrooms with intervention strategies to minimize referrals or recommendations to more restrictive settings.

An additional aid to the school's continuous improvement is the Core Inquiry Team. Last year, the team studied the work of Richard Allington and response to intervention to put in place an early morning intervention program that targets our most struggling readers in grades K – 5. That morning intervention program is now embedded in each classroom and includes matching readers to “just right” books, expanding reading activity (more time on task), focusing on meta-cognition and meaning (encouraging students to understand what they are doing to make meaning as well as improve comprehension), and to the extent possible, for adults to model good reading practices and convey their own reading life to their students. Currently, the Core Inquiry Team has a member who is a direct liaison to each of the teacher teams working together on action research.

3. Instruction by highly qualified staff.

- One teacher is not identified as highly qualified due to an incomplete certification filing with NYS. She is now considered “highly qualified.”

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.

- Principal is attending Network Principal's Institute providing professional development on: Common Core Standards, curriculum mapping (Grant Wiggins), and student writing (Ralph Fletcher)
- Assistant Principal is attending Network AP Institute providing professional development on evaluating teachers, goal setting and effective teacher development, looking at student work in the area of writing (focus on ELL and Special Education sub-groups) development and support of Inquiry Teams, and development of professional learning communities
- Literacy coach has been identified as the Common Core Standards liaison and is attending 6 sessions at Teacher's College to align curriculum with new standards and turn-key learning with relevant school staff

- Teacher leaders in mathematics in both lower and upper grades have been identified for 6 sessions to specifically address the Math Common Core Standards and turn-key learning with relevant school staff
  - Professional Development for CTT/ICOT co-teachers is available for the second year to self-selected and targeted co-teaching staff using the coaching model to build capacity in co-teaching models. CTT Consultant observes, models, and debriefs with each CTT co-teaching team during every visit to initially establish individual goals, next steps and successes towards reaching those goals.
  - CTT Consultant is teaming with the Literacy Coach to support lesson planning that includes differentiated instruction, structures and materials to meet the needs of all students in the classroom.
  - CTT Teams will visit each other's classrooms to observe co-teaching models.
  - CTT Teams will visit other schools to observe best practices as well as co-teaching models and debrief with colleagues about their successes and student achievement.
  - Teachers are attending Math in the City sessions
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- N/A
6. Strategies to increase parental involvement through means such as family literacy services.
- Literacy Coach to schedule workshops for parents/guardians on Balanced Literacy, Fountas & Pinnell Benchmark Assessment System and Reading Comprehension Strategies (based on a professional text)
  - Provide leadership training to parents/guardians with a focus on building a culture of shared values
  - Sponsoring a series of parent workshops with a focus on nutrition, health and child development
  - A series of readings by authors of children's books in the library
  - Sponsoring ESL classes and activities for non-English speaking parents
  - Computer education classes for both children and their parents/guardians together
  - Create a new Parent Handbook and school brochure in three languages
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- Teachers developed a goal setting system to communicate progress of individual students that is being used school wide

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

- N/A

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

<ul style="list-style-type: none"><li>• <u>Fundations</u>: (Kindergarten and First Grade) Early morning extended day, 3 days a week for 37.5 minutes in small groups (no more than 4 students)</li><li>• Response to Intervention (Richard Allington design): (Grades 1-5) Early morning extended day, 3 days a week for 37.5 minutes in small group 1:3 ratio of teacher to student</li><li>• <u>Reading Recovery</u> during the school day 5 days a week for 18 weeks for 8 - 10 of the lowest readers in first grade</li><li>• <u>Wilson: Early morning extended day, 3 days a week for 37.5 minutes in a small group or one-to-one</u></li><li>• Guided reading groups: (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups</li><li>• Push-in mandated SETTS services that include at-risk students for small groups during readers/writers workshop at least 2 times a week in specific classrooms</li><li>• ESL Academy for English Language Learners and non-ELLs with a focus on writing and oral language acquisition (15 weeks, January – May)</li></ul>
<ul style="list-style-type: none"><li>• <u>Math Navigator</u> (Grades 3 – 5): Early morning extended day, 3 days a week for 37.5 minutes in a small group of up to 10 students</li><li>• Guided math groups: (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups</li></ul>
<ul style="list-style-type: none"><li>• Early morning small group instruction with a focus on reviewing material that has already been taught in class, 3 days a week for 37.5 minutes</li></ul>
<ul style="list-style-type: none"><li>• Guided social studies groups (grades 4 and 5) during the school day</li></ul>

<ul style="list-style-type: none"> <li>• Targeted at-risk services provided by the Guidance Counselor to specific students identified through the Pupil Personnel Team process, once a week either small group or individual counseling</li> </ul>
<ul style="list-style-type: none"> <li>• School psychologist will offer clinical services, agency referrals and educations, social and personal services during the school day on an as needed basis to at-risk students and their families. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting <b>additional student support services.</b></li> </ul>
<ul style="list-style-type: none"> <li>• School social worker will provide counseling services to at-risk students and students will be assisted in learning how to cope with their behavioral issues</li> <li>• Individual and group counseling for specific students</li> </ul>
<ul style="list-style-type: none"> <li>• School nurse will assist individual students in learning how to cope with health related issues such as diabetes and asthma as well as hygiene, health and sex education</li> </ul>

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

- N/A

**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, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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			✓			
Title I, Part A (ARRA)	Federal	✓			\$355,360	✓	Page 35

<sup>1</sup> **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.

<sup>2</sup> **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal	✓			\$24,071	✓	
Title III, Part A	Federal	✓			\$7639	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$92,563	✓	
Tax Levy	Local	✓			\$1,929,419	✓	