



P.S. 113 ISAAC CHAUNCEY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 113 ISAAC CHAUNCEY
ADDRESS: 87-21 79 AVENUE
TELEPHONE: 718-847-0724
FAX: 718-805-0737

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010113 **SCHOOL NAME:** P.S. 113 Isaac Chauncey

SCHOOL ADDRESS: 87-21 79 AVENUE, QUEENS, NY, 11385

SCHOOL TELEPHONE: 718-847-0724 **FAX:** 718-805-0737

SCHOOL CONTACT PERSON: ANTHONY PRANZO **EMAIL ADDRESS:** APranzo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frank Biondo

PRINCIPAL: Anthony Pranzo

UFT CHAPTER LEADER: Patricia Groves

PARENTS' ASSOCIATION PRESIDENT: Roseann Scaturro

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** CFN 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: Madelene Taub-Chan

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
Anthony Pranzo	Principal	Electronic Signature Approved. Comments: approved
Patricia Groves	UFT Chapter Leader	Electronic Signature Approved. Comments: approved
Doreen Kroboth	UFT Member	Electronic Signature Approved. Comments: approved
Jomarie Henry	UFT Member	Electronic Signature Approved. Comments: approved
Roseann Scaturro	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: approved
Domenica Ray	Parent	Electronic Signature Approved. Comments: approved
Vivian Lopez	Title I Parent Representative	Electronic Signature Approved. Comments: approved
Josephine Fawcett	Title I Parent Representative	Electronic Signature Approved. Comments: approved
Antonietta Bonilla	Title I Parent Representative	Electronic Signature Approved. Comments: approved
Frank Biondo	UFT Member	Electronic Signature Approved. Comments: approved

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our mission is to enable all of our children to become lifelong, independent learners who think critically and creatively and work alone and together to solve problems. We encourage them to actively participate in their education, growth and development. Staff utilizes pedagogic best practices and proven developments in brain research to provide the best possible educational experience and learning opportunities. Our vision is to connect the school and home environments to create a community of lifelong learners who will mature into responsible, productive, clear thinking citizens who participate fully in all aspects of society. PS/IS 113Q is located in Glendale, NY, a predominantly residential section of Queens. The student population of 834 in grades Pre-K through 7 is predominantly white with a large population of Latino and Polish students. Some of the students in each of the ethnic groups are recent immigrants. Limited student mobility and above average attendance help the school provide an excellent education. A new addition opened in September 2009 and expanded the school to grade 6. This year we added grade 7. Grade 8 will follow in September 2011. PS/IS 113 is led by Mr. Anthony Pranzo who has been principal for twenty-two years. The staff includes an assistant principal, forty-five teachers, two secretaries, paraprofessionals, school aides, two safety officers, a guidance counselor and other part-time personnel. We have one professional developer for both literacy and mathematics. The school has successfully implemented the Balanced Literacy Program which is aligned with the NYS Learning Standards. We have begun to implement the new Common Core Standards into our instructional program in ELA and Mathematics. Kindergarten and grade 1 use the Everyday Mathematics Program which emphasizes conceptual understanding while mastering basic math skills. Grades 2-5 utilize the Houghton-Mifflin Mathematics Program. Grade 6 uses the Scott-Foresman Addison-Wesley Mathematics Program which has an interactive component that enables children to work online. In grade 7, the students utilize "Impact" and "Integrated Algebra" in preparation for the Mathematics Regents. The science program for grades K-5 is a hands on, standards-based program using FOSS and DSM kits that are aligned with the NYC Scope and Sequence. Grades 6 and 7 science program utilizes the standards based Glencoe series which was customized for and is aligned with the NYC Scope and Sequence. The social studies curriculum prepares students to become active and informed members of society. Grades 1-5 program uses technology to enhance social studies instruction. Grade 6 uses Holt McDougal/Houghton Mifflin Harcourt "Eastern Hemisphere." Grade 7 utilizes Holt McDougal/Houghton Mifflin Harcourt "United States History." Every member of the staff is committed to providing a safe and stimulating learning environment that meets the individual needs of each student. The school focuses on maintaining and improving its record of achievement by concentrating on the essential linkages between classwork, homework and behavior. PS/IS 113 is proud of the close collaborative partnership the school has with the community it serves. With the generous support of the PTA, we have been able to provide enrichment activities including school-wide trips, parent-child activity nights, kindergarten graduation and assembly programs. This year one of our physical education instructors teaches an after-school yoga program. Another physical education instructor introduced a fitness program. Both programs are provided by the DOE CHAMPS Program.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 113 Isaac Chauncey								
District:	24	DBN #:	24Q113	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	18		94.4	95.1	TBD		
Kindergarten	88	95	120						
Grade 1	76	90	90	Student Stability - % of Enrollment:					
Grade 2	102	85	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	73	109	82		97.1	97.62	TBD		
Grade 4	94	70	117						
Grade 5	78	99	74	Poverty Rate - % of Enrollment:					
Grade 6	0	0	96	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		54	67.1	67.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	5	TBD		
Grade 12	0	0	0						
Ungraded	6	1	9	Recent Immigrants - Total Number:					
Total	517	549	696	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	8	8	18	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	16	29	Superintendent Suspensions	0	0	TBD		
Number all others	34	29	41						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	18	15	6	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	5	Number of Teachers	37	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	11	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	95	TBD
				% more than 2 years teaching in this school	81.1	87.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	59.5	60	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	88	TBD
American Indian or Alaska Native	0	0	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	1.9	1.8	1.3				
Hispanic or Latino	29.2	26	26.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	6.2	6.6				
White	62.3	63.9	62.2				
Multi-racial							
Male	54.2	54.6	52.9				
Female	45.8	45.4	47.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	87	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

A review of data indicates that we are consistently meeting our state and city goals. Despite the revised rating system for the NYS ELA and Math exams, test results for grades 3-6 indicate consistent progress. 78.4% of our students scored at Level 3 or 4 on the 2010 NYS ELA exam. 84.6% of our students scored at Levels 3 and 4 on the 2010 NYS Mathematics exam. Over 90% of 4th and 5th grade students scored at Levels 3 and 4 on this exam. In grades K-2, teachers' assessments and ECLAS results indicate above average performance as well as identify students in need of remediation. Our priority, therefore, is to continue to achieve high standards of academic excellence while creating the highest quality school environment for our community of learners. On October 22, 2008, the U.S. Department of Education honored our school with the Blue Ribbon Award. We achieved this prestigious award for continued academic excellence. In addition, we have received an "A" on our School Progress Report for three consecutive years. We have an extremely responsive administration that addresses our needs and concerns. Another tremendous asset to our school is our strong PTA, as shown by the high attendance at meetings. Parents are very involved in all of our school's activities and functions. Their generosity is also a major plus. Our Parent-Teacher conferences are always well attended with over 90% participation in the fall and spring. According to our 2010 Learning Environment Survey, 98% of parents are satisfied or very satisfied with the education their children have received this year. 98% of the parents surveyed feel that the school communicates well with them. 99% of parents surveyed feel that they are encouraged to be involved in their child's education. According to the teachers' survey, 100% of the staff feel that they play a meaningful role in setting goals and making important decisions for the school. 100% of teachers feel that administrators are very clear about communicating their expectations. 100% of the staff feel that order and discipline are maintained; a necessary component to a well-run school. PS/IS 113Q is a successful school. The principal provides reflective, supportive and highly skilled leadership so that parents, teachers and students greatly respect his administration. There is a positive atmosphere that pervades the school due to clear procedures and a high level of mutual respect between students and staff. The school is expanding the use of data in order to thoroughly track the progress of individuals and groups of students. Teachers keep detailed data for their classes. This enables them to highlight the precise learning needs of individual students as well as provide differentiated instruction to meet the specific needs of those students. A comprehensive program of professional development encourages teachers to be reflective and share good practices within teaching and learning. A rigorous process of school self evaluation drives strategic decisions to modify practice in order to improve student learning and progress. While we are successful at meeting established goals, we would like our Level 3 students to progress even more. These Level 3 students tend to remain at the

same level or even backslide. While these scores still meet current goals and objectives, we feel we need to address this issue. Therefore, we will continue to monitor the progress of this particular population. After reviewing the data from the new scoring system, we will continue to provide additional services and programs to the bottom third of our student population in order to achieve our goal of 1 year of progress for each student. While we recognize our success, we continue to identify areas of need. We intend to further increase the information given to parents and caregivers to inform them of their child's next steps in literacy, math, social studies and science. We plan to extend the use of technology in all grades in order to enhance the quality of teaching and learning. To promote this further, we will continue to increase our teachers' expertise in the effective use of technology. By providing additional laptops, SMARTboards and document cameras into grades 2-7 classrooms, our teachers will be more effective at integrating technology into their daily instructional program. We expanded our data inquiry process by establishing grade-wide Data Inquiry Teams in order to assess the progress, next steps and appropriate strategies needed for all students to meet and exceed goals. We will continue to utilize our core Data Inquiry Team to monitor and adjust our current data management system in order to expand our effectiveness in providing data driven differentiated instruction. Our inquiry teams now include social studies and science. Our inquiry teacher teams will participate in common planning for grades 1-5 in order to make individual, grade and school wide instructional decisions based upon the data. Since we are now a PS/IS school, we have established a departmentalized program for our 6th and 7th grade students. In keeping with the middle school program, we provide a foreign language program for students in grades 6 and 7. We will also provide a comprehensive Professional Development program which is differentiated to meet the individual needs of teachers newly assigned to our school as well as experienced teachers. We strive to provide the best possible education to our students. Our new addition currently accommodates grades pre-k to 7th grade. Next year we will expand our school to grade 8. This addition provides us with much needed space and facilities.

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.

Annual Goal	Short Description
<input type="checkbox"/> #1. By June 2011, we will incorporate the Common Core Standards into our ELA instructional program as measured by an increase in the number of students who achieve at least one year of progress on the NYS ELA exam from 62.9% to 64.9% and evidenced on the 2010-2011 Progress Report.	<input type="checkbox"/> Core DIT members will attend DOE Professional Development in the Common Core Standards. Trained personnel will turnkey professional development on scheduled professional development days. Common planning periods will be utilized to integrate common core standards into grade appropriate curriculum.
<input type="checkbox"/> #2. By June 2011, we will incorporate the Common Core Standards into our math instructional program as measured by an increase in the number of students who achieve at least one year of progress on the NYS Math exam from 78.7% to 80.7% and evidenced on the 2010-2011 Progress Report.	<input type="checkbox"/> Core DIT members will attend DOE professional development on the Common Core Standards. Trained personnel will turnkey professional development on scheduled professional development days. Common planning periods will be utilized to integrate common core standards into grade appropriate curriculum.
<input type="checkbox"/> #3. By June 2011, current Level 1 and Level 2 math students will demonstrate more than one year of progress as measured by the NYS Math exam and evidenced on the 2010-2011 Progress Report.	<input type="checkbox"/> We will increase professional development in differentiated math instruction. We will use common planning periods to share best practices in differentiated instruction. We will expand our professional development in the topic of using student data to inform differentiated lesson planning.

<i>action plan.</i>	Tax Levy - Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> DYO ELA Tests: Oct. 2010, Feb. 2011, June 2011 NYC Predictives: 2X yearly Teacher Observation, Teacher Made Assessments, Conferencing Notes Grouping Sheets and Students' Next Steps will be generated 3x yearly (Oct., Feb. and June) to monitor progress and adjust instruction. Principal Observations /Daily Walkthroughs

Subject Area
(where relevant) :

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> #2. By June 2011, we will incorporate the Common Core Standards into our math instructional program as measured by an increase in the number of students who achieve at least one year of progress on the NYS Math exam from 78.7% to 80.7% and evidenced on the 2010-2011 Progress Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Assistant Principal and Core DIT members will attend DOE Professional Development on the Common Core Standards. We will turnkey professional development on scheduled professional development days in Sept. 2010, Nov. 2010 and June 2011. We will review Math Pacing Calendars to correlate with the new Common Core Standards. Common planning

	<p>periods will be utilized to integrate common core standards into grade appropriate curriculum</p> <p><u>Target Population:</u> All teachers</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principal, Professional Developer, trained Core DIT members, Math Enrichment Cluster Teacher</p> <p><u>Implementation Timeline:</u> September 2010 to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>Title I Funds</p> <p>Title I ARRA</p> <p>Tax Levy - Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>DYO Math tests: Oct. 2010, Feb. 2011 and June 2011.</p> <p>NYC Predictives: 2x yearly</p> <p>Teacher Observations, Teacher Made Assessments, Conferencing Notes</p> <p>Grouping Sheets and Students' Next Steps will be generated 3x yearly (Oct., Feb. and June) to monitor progress and adjust instruction.</p> <p>Principal Observations/Daily Walkthroughs</p>

Subject Area
(where relevant) :

Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>#3. By June 2011, current Level 1 and Level 2 math students will demonstrate more than one year of progress as measured by the NYS Math exam and evidenced on the 2010-2011 Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>We will increase our professional development in differentiated math instruction. We will use common planning periods to share best practices in differentiated math instruction. We will expand our professional development in utilizing student data to inform differentiated math lesson planning. We will increase utilization of Grouping Sheets/ Next Steps to drive differentiated instruction.</p> <p><u>Target Population:</u> Teachers of Level 1 and Level 2 Math students.</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principal, Professional Developer, Math Enrichment Cluster Teacher</p> <p><u>Implementation Timeline:</u> September 2010 to June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include 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><input type="checkbox"/></p> <p>Title I Funds</p> <p>Title I ARRA</p> <p>Tax Levy - Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>DYO Math Tests: Oct. 2010, Feb. 2011 and June 2011.</p> <p>NYC Predictives: 2x yearly</p> <p>Teacher Observation, Teacher Made Assessments, Conferencing Notes</p>

Grouping Sheets and Students' Next Steps will be used to differentiate math instruction.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	23		N/A	N/A				5
1	40		N/A	N/A	2			4
2	25		N/A	N/A	2			8
3	6		N/A	N/A	3			5
4	11	8			2			2
5	22	10	4		2			4
6	7	7			1			6
7	10	12			10			4
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Classroom teachers provide AIS during the instructional school day. Additional AIS is provided during the Extended Day Tutorial Program for grades 1-5. An AIS teacher provides AIS during specifically scheduled periods during the school day for grades 3 - 7. A teacher trained in Foundation (K-2) works with identified students. A SETTS teacher also works with targeted students in close conjunction with classroom teachers.
Mathematics:	<input type="checkbox"/> An AIS teacher provides AIS during specifically scheduled periods during the school day for grades 3 - 7. A SETTS teacher and Speech and Language teacher also work with targeted students in grades 1-5 in close conjunction with classroom teachers.
Science:	<input type="checkbox"/> AIS services in science are provided during the school day by the classroom teachers utilizing nonfiction reading in the content area. A SETTS teacher and Speech and Language teacher also work with targeted students in close conjunction with classroom teachers.
Social Studies:	<input type="checkbox"/> AIS services in social studies are provided during the school day by the classroom teachers utilizing nonfiction reading in the content area. A SETTS teacher and Speech and Language teacher also work with targeted students in close conjunction with classroom teachers.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> AIS students are seen in small groups and individually for counseling. They are also serviced in full class settings.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> n/a
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> n/a

At-risk Health-related Services:

Our school nurse provides one-on-one assistance, depending on health related issues, to targeted students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

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)

We do not receive Title III funds.

Number of Students to be Served:

LEP We do not receive Title III funds.

Non-LEP We do not receive Title III funds.

Number of Teachers We do not receive Title III funds.

Other Staff (Specify) We do not receive Title III funds.

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.

n/a

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.

n/a

Section III. Title III Budget

—

School: PS/IS 113Q

BEDS Code: 342400010113

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	We do not receive Title III funds.	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	We do not receive Title III funds.	<input type="checkbox"/> n/a

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	We do not receive Title III funds.	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	We do not receive Title III funds.	<input type="checkbox"/> n/a
Travel	We do not receive Title III funds.	<input type="checkbox"/> n/a
Other	We do not receive Title III funds.	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home by parents and guardians. In addition, surveys are sent home to all families to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans.
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. After all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, and limited Chinese, Romanian and Albanian. Important information is shared in several ways. Notices are sent home in different languages. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

Part B: Strategies and Activities

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

PS/IS 113 will translate our Student Handbook into Spanish and Polish. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Other documents will be translated by school and staff and /or parent volunteers on an "as needed basis".

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

We have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages: Spanish, Polish, and limited Romanian, Albanian, and Chinese. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and /or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis."

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>.

In accordance with the Chancellor's Regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese, and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and the school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	339,616	16,306	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,396		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,980	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,961	*	

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 2009-2010 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.

100% of our teachers are highly qualified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS/IS 113Q's policy is designed to keep parents informed about their public school by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association and as trained volunteers. The overall aim of the policy is to develop a parent involvement program that will build an effective home-school partnership.

See attached Parent Involvement Policy for details.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

We communicate with parents on a regular basis.

Parents are encouraged to become involved in their child's academic achievement.

See attached School - Parent Compact for details.

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: Needs Assessment.

2. Schoolwide reform strategies that:

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

Our strategies are outlined and specified in: Section V: Annual School Goals and Section VI: Action Plans.

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.

We offer remedial instruction during the school's extended day period. In addition, we offer a Glee Club program that meets before the school day. We also participate in the CHAMPS program by offering fitness and yoga classes to students in grade 7 after the school day. We received a CASA grant which brings Broadway to our 6th grade students.

o Help provide an enriched and accelerated curriculum.

We offer an enrichment program to 4th and 5th grade students whose proficiency range is 4.0 and above. The program is conducted during the extended day hours. Instructional planning and teacher training is conducted by a certified gifted and talented teacher.

o Meet the educational needs of historically underserved populations.

PS/IS 113 provides services to meet the needs of all students, including ELL and Special Education. Many programs and strategies are outlined and specified in: Section V: Annual School Goals and Section VI: Action Plans.

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.

In addition to our AIS program, extended day program, SETTS services and Fundation (K-2), children are provided with counseling, speech services, hearing services, physical therapy and occupational therapy, where indicated.

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

Section V: Annual School Goals and Section VI: Action Plans

3. Instruction by highly qualified staff.

100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). 95% of the teachers at PS/IS 113 are fully licensed and permanently assigned to this school. 88% of the teachers hold a Masters Degree or higher. 87.5% of our teachers have been at PS/IS 113 for more than 2 years. 60% of the teachers have more than 5 years teaching experience.

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.

We will continue to provide our customized professional development program in ELA and Math to meet the needs of individual teachers. We will continue to provide professional development in the NYC Science Scope and Sequence and the use of the hands-on, inquiry based FOSS/DSM programs. In addition, we will monitor and adjust our professional development plan throughout the school year to meet the changing needs of our staff and students.

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

PS/IS 113 is categorized as low need school. PS/IS 113 is a successful, effective, collaborative partnership between home and school. Our school consistently meets or exceeds our state and city goals. We always have more highly qualified applicants than positions available at our school.

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

Overwhelmingly, parents are satisfied or very satisfied with PS/IS 113, according to the most recent Learning Environment Survey. They feel welcome at the school, believe we effectively communicate with them regarding their children and that we set high expectations and meaningful academic goals for our students. PS/IS 113 has implemented a parent involvement policy strengthening the link between school and home. Over 90% of families attend Parent Teacher Conferences, indicating a high level of involvement. We would like to continue our high levels of parent involvement which reinforces the school/home connections.

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.

Every spring, PS/IS 113 holds a Kindergarten Orientation. All parents of Kindergarten students are invited to meet with the Principal, Assistant Principal, Teachers and Parent Coordinator. Parents are given a tour of the building facilities. We distribute a guide booklet (Welcome to Our School) to facilitate the transition to Kindergarten. There is a question and answer session. In September, parents of Kindergarten children are again invited into the building for a brief welcome meeting. Parents of all students receive a copy of our Student Handbook in September.

To introduce our Pre-Kindergarten program, we hold a spring orientation session with parents. In September, parents are invited into the Pre-Kindergarten classroom to help their children make the transition to school. We plan to continue this process.

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.

The staff of PS/IS 113 receives information from various sources including the School Report Card, Quality Review, School Progress Reports, ARIS and periodic assessments. We have a core Data Inquiry Team and we have established a mini DIT on each grade (1-6). Teams meet regularly to assess students' progress, plan next steps and develop appropriate strategies necessary for all students to meet their goals. Section V: Annual School Goals and Section VI: Action Plans.

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.

PS/IS 113 provides services to identified students in grades 1-7 during the school day. Identified students may also receive services from a SETTS teacher and/or Guidance Counselor as needed. Additionally, we have a Foundation program for grades K-2. Identified students also attend our Extended Day Tutorial Program. We utilize various instructional programs including LEAP Frog, LEAP Track, Reading Detective as well a structured, reading comprehension skills program. Section II: Narrative Description and Section IV: Needs Assessment and Section VI: Action Plans and Appendix 1: AIS Services Programs.

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.

Fair Student Funding, Title I and Title I ARRA funds will be consolidated to support our school wide programs. Our AIS program will service all identified at-risk students (not just targeted populations). Our After School Programs will be available to all students (not just targeted populations). Additional staff will be funded, as needed, to provide programs and services to the entire student population of PS/IS 113.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$339,616	True	
Title I, Part A (ARRA)	Federal	Yes			\$16,306	True	
Title II	Federal	Yes			\$217,839	True	
Tax Levy	Local	Yes			\$3,360,166	True	
Tax Levy	Local	Yes			\$3,360,166	True	
Title III	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal		No				

¹**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.

²**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.

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.
n/a
2. Ensure that planning for students served under this program is incorporated into existing school planning.
n/a
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;
n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
n/a

c. Minimize removing children from the regular classroom during regular school hours;
n/a

4. Coordinate with and support the regular educational program;
n/a

5. Provide instruction by highly qualified teachers;
n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
n/a

7. Provide strategies to increase parental involvement; and
n/a

8. Coordinate and integrate Federal, State and local services and programs.
n/a

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
9
2. Please describe the services you are planning to provide to the STH population. We hired an additional teacher to provide AIS services to students in temporary housing.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q113_110110-125746.docx

Language Allocation Policy

Language Allocation Policy Team Composition

SSO: CFN 207

DISTRICT: 24

SCHOOL: 113Q

Compliance Officer: Olga de Filippis

Principal: Anthony J. Pranzo

Assistant Principal: Alejandro Megias

Parent Coordinator: Lynn Pope

Parent: Roseann Scaturro

Coach: Susan Ovadia

ESL Teacher: Benito Maala

Teacher: Maria Harris

Guidance Counselor: Laura Boyd

Related Service Provider: Kimberlee Bauman

Network Leader: Peggy Miller

ESL Language Allocation Policy Narrative

Part I: School ELL Profile

PS/IS 113Q, the Isaac Chauncey School located in Glendale, Queens, New York, currently serves 834 students, 16 of whom are ELL, which constitutes 1.92% of the total student population. Cultural and linguistic diversity is reflected in the languages spoken in our school, which include Polish, Spanish, Chinese, Romanian, Albanian and Filipino. We provide services to both general education and special education students. ESL services are provided by a certified ESL teacher, whose license is on file at the school. PS/IS 113Q follows the Freestanding English as a Second Language Program. This program is in agreement with the New York Commissioner's Regulations Part 154. As per regulation, the required number of units of instruction each student receives depends on his/her proficiency level on the LAB-R or NYSESLAT.

Part II: ELL Identification Process

A student who is new to the NYC school system who comes to PS/IS 113Q is administered the HLIS to determine whether he is an ELL student. Mr. Benito Maala, a certified ESL teacher and another certified teacher conduct informal oral interviews in English and in the child's native language. If it is determined that the child speaks little or no English, then he is tested with the LAB-R. This is the child's Initial Interview. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level is qualified as an ELL student. An ELL student is mandated to attend any of three programs that his parents choose for him. The frequency and amount of instructional time depend on his proficiency levels. The program offerings for ELL students are: Freestanding English as a Second Language, Transitional Bilingual Education and Dual Language.

In the spring, ELL students take the NYSESLAT to measure their proficiency levels. Children reaching proficiency level exit the program. However, they will be given transitional support

services for an additional two years following their passing of the NYSESLAT. Those students, who don't show sufficient progress, continue in the ESL program. The frequency and amount of instructional time a student spends in the program depends on his proficiency level and is aligned with the NYS mandated requirements.

At school, we adhere to guidelines to ensure that parents and guardians understand all three programs for ELLs. In September of each school year, parents and guardians of new ELLs are invited to attend an ESL orientation program. At this meeting, parents view a film about the different programs offered by the Department of Education. After viewing the film, we discuss the programs' similarities and differences and the manner in which each is conducted. We also discuss our ESL instructional program as well as our classroom instructional programs. We address parents' concerns to clarify issues about the ESL program. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters are distributed and completed, so they can choose the appropriate program for their children. If the parent selects a program that is not offered at PS/IS 113Q, they have the option of choosing another school. At the conclusion of the meeting, all forms are collected. Parents who cannot attend the ELL Orientation Meeting receive the forms from their children. Calls and/or written requests are made to ensure that all forms are returned. At PS/IS 113Q we offer only the Freestanding English as a Second Language Program. All other options are explained to parents, using translators when necessary, to ensure understanding. For the 2010-2011 school year, all parents of our 16 students selected the same program – the Freestanding English as a Second Language Program. This continues the trends from previous years. Numbers indicate that parents have been unanimously satisfied with the program models at PS/IS 113Q. For the 2009-2010 school year, all parents of our (11) ELL students requested the Freestanding ESL Program. For the 2008-2009 school year, all parents of our (17) ELL students requested the Freestanding ESL Program. Our program is aligned with the choices our ESL parents made. We will continue to monitor parent requests and adjust our program if necessary.

Part III: ELL Demographics

Currently, we have an ELL population of 16 (1.92%) students in the following grades: K(1), 1(5), 2(1), 3(1), 4(3), 5(3), 6(1) and 7(1). Twelve of our students are ELL students for 3 years or less. Two of our students have been ELL for 4-6 years. Two students have been ELL for up to 6 years. Four of these students are classified as special education. No student is a long-term ELL. The number of ELLs by grade and language is the following:

- Kindergarten – 1 Spanish
- Grade 1 - 2 Spanish, 1 Chinese, 1 Polish, 1 Albanian
- Grade 2 - 1 Spanish
- Grade 3 - 1 Spanish
- Grade 4 - 2 Spanish, 1 Arabic
- Grade 5 - 2 Spanish, 1 Arabic
- Grade 6 - 1 Spanish
- Grade 7 - 1 Spanish

At PS/IS 113Q, we utilize a pullout program model. Every ELL student receives all instruction in English. For ESL periods, students are grouped heterogeneously by grade level for small group instruction. We group students with different proficiency levels because we believe that

children learn from their peers as well as from direct instruction. The less proficient students can learn from those who are more proficient.

A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Our Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week. Some students receive additional help through our Extended Day Tutorial Program and/or a Foundations program with a trained instructor. NLA instruction is addressed through the use of bicultural literature books and Spanish editions of literature, science books and other supplemental materials.

Our students go through a rigorous standards based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including the monthly units of Teachers' College Reading and Writing program, manipulatives for math and science, computers, technology based programs (Rosetta Stone and StarFall) and leveled library books.

At present, we do not have any ELL student who is classified as a SIFE or Long Term ELL. However, if these subgroups are added to our population, we will adjust our instructional programs to meet their needs. Since we are a school with a small ELL population, we are able to utilize small differentiated group instruction using suitable teaching strategies to improve learning. Lessons address different content areas. We offer extra support to our students during the extended day tutorial time in addition to the regular school day. Our extended day program includes additional instruction in reading, writing and listening to further improve test taking skills. Some students participate in a Foundations program with a trained instructor.

The ESL teacher identifies students with special needs and provides instruction appropriate to meet those individual needs. This may include providing large print materials for the visually impaired, utilizing the hearing aid/FM units for the hearing impaired and working cooperatively with the speech therapist, physical therapist, occupational therapist, SETTS teacher and guidance counselor where indicated.

Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); instructional programs such as Language First; Rosetta Stone and Star Fall; Learning Leaders Program (trained parent volunteers) and technology based instruction. These services are provided to any ELL student as needed.

For ELLs who attain proficiency on the NYSESLAT, classroom teachers and the ESL teacher target lessons, skills and strategies to help prepare these students for state tests. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English language.

We will work closely with the classroom teachers to target areas of concern. We will provide test preparation skills in targeted areas to ensure that our students meet state standards.

All ESL programs and services will continue for the 2010-2011 school year.

Based on data, ELL students are placed in the Extended Day Reading Program as needed. All ELLs are eligible to participate in all other school programs such as an After School Sports Program, Glee Club as well as any other supplemental services available.

Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, literature books, tapes/records, picture cards and read alouds.

Native language support is provided in our programs. Children read books, magazines, newspapers and comics in their native language. They retell the stories that they read in English. They translate words, phrases, sentences and stories from their native language to English. They discuss similarities and differences between English and their home language.

Our educational materials correspond to our ELL student's ages and grade levels.

Newly enrolled ELLs and their parents are invited to attend an Orientation Meeting. At this meeting, parents are given the school handbook, which is available in several languages and which informs them about school policies.

Children in Grade 6 attend Spanish language classes and Grade 7 students attend Italian language classes.

Professional Development takes place throughout the year and during the following times: November (Election Day PD) and June (PD day). Additionally, Professional Development will be offered to meet the needs of our staff as part of our ongoing customized PD program. All staff (classroom teachers, special education teachers, principal, assistant principal, ESL teacher, paraprofessionals, special education paraprofessionals, and support staff services personnel) will be able to avail themselves of all professional development. This more than meets the requirement of 7.5 – 10 hours as mandated per Jose P. Topics include: Understanding the ELL Student, The ELL Student in the Mainstream Class, The ELL Student and the Workshop Model; Familiarization with the NYSESLAT and ELA for the ELL Student; Assessment and the ELL Student; Scaffolding the Curriculum and Differentiated Instruction for the ELL Student; Misconceptions About English Language Learners. These topics align with our instructional program and include components that enhance the level of instruction to the ELL students.

Parents are an integral part of our ESL program. They are invited to attend ESL classes once a week for two hours during the school year. Notices are sent home regarding parent workshops, seminars and orientation programs. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent events. Translation services are available for these notices. Predominant language needs at PS/IS 113Q include: Spanish and Polish with some Chinese, Romanian, Albanian and Filipino. Our parent coordinator is available to address

questions, immediate concerns and to assist in obtaining translations. Correspondence for parents is provided in different languages and the parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. We utilize the DOE translation services where applicable. Notices are translated by the DOE or by school personnel where needed. Additional translation services are provided by teachers and/or paraprofessionals who are available on a daily basis, during Parent – Teacher Conferences, Parent Workshops and other school functions. Teachers are informed of this and utilize these services when appropriate. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors.

Our school uses ECLAS, EPAL and in-house assessments to assess the early literacy skills of our ELLs. Data that we gather from these tools provide awareness of our students’ strengths and weaknesses. By utilizing these tools, we can monitor and adjust our instructional plan in order to provide optimal instruction so all our students will progress.

An examination of the LAB-R and NYSESLAT results from recent years revealed ELL’s strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. Recent results indicate that the most recent arrivals from non-English speaking countries scored at the beginning level. The same test results revealed that Reading and Writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. The 2010 NYSESLAT data indicates that intermediate level students in Listening and Speaking are at beginning levels in Reading and Writing. To address this issue, our instructional programs such as “Language First”, “Rosetta Stone” and “Star Fall” (for nonreaders), target the skills that are necessary for success in reading and writing. ECLAS data confirms that children with higher proficiency levels in English language outperformed those children with lower proficiency levels. We will continue to monitor these aspects of the curriculum to address deficiencies. Since we are now a PS/IS school with sixth and seventh graders, we will ensure that all of our students will continue to receive the same services and support as always.

Language Allocation Policy Team

NAME	TITLE	SIGNATURE	DATE
Anthony J. Pranzo	Principal		
Alejandro Megias	Assistant Principal		
Susan Ovadia	Coach		
Benito Maala	ESL Teacher		
Maria Sangirardi	Teacher		
Lynn Pope	Parent Coordinator		
Roseann Scaturro	Parent		
Laura Boyd	Guidance Counselor		
Kimberlee Bauman	Related Svc. Provider		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 113 Isaac Chauncey					
District:	24	DBN:	24Q113	School		342400010113

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	18	30		94.4	95.1	95.1
Kindergarten	95	120	97				
Grade 1	90	90	133	Student Stability - % of Enrollment:			
Grade 2	85	90	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	109	82	94		97.1	97.6	97.6
Grade 4	70	117	86	Poverty Rate - % of Enrollment:			
Grade 5	99	74	117	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	96	84		54.0	67.6	68.4
Grade 7	0	0	99	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	5	8
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	1	0
Ungraded	1	9	3				
Total	549	696	836				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	18	23	Principal Suspensions	0	0	8
# in Collaborative Team Teaching (CTT) Classes	16	29	28	Superintendent Suspensions	0	0	1
Number all others	29	41	53				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	15	6	TBD	Number of Teachers	37	40	45
# ELLs with IEPs	0	5	TBD	Number of Administrators and Other Professionals	10	11	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	3	16

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	95.0	100.0
				% more than 2 years teaching in this school	81.1	87.5	80.0
				% more than 5 years teaching anywhere	59.5	60.0	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.8	1.3	1.3				
Hispanic or Latino	26.0	26.3	32.4				
Asian or Native Hawaiian/Other Pacific	6.2	6.6	6.2				
White	63.9	62.2	59.8				
Male	54.6	52.9	52.9				
Female	45.4	47.1	47.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	61.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

P.S. 113Q
87-21 79 Avenue
Glendale, New York 11385
(718) 847-0724
Anthony J. Pranzo, Principal
Alejandro Megias, Assistant Principal

PARENT INVOLVEMENT POLICY

P.S. 113Q, in compliance with Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 113Q's policy is designed to keep parents informed about their public school by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association, and as trained volunteers. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.

Policy:

1. **Parents will be included in the development of school-level parent involvement activities by:**
 - Attending Parent Teacher Conferences conducted by the school.
 - Reviewing progress reports provided by the school.
 - Providing parents with opportunities to observe classes during designated special events.
 - Volunteering services (including Learning Leaders)
 - Participating in school decision-making committees.
 - Reviewing the Parent Involvement Policy.
 - Developing a School Parent Compact.

2. **Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level programs by participating in:**
 - School Leadership Teams (SLT)
 - Comprehensive Educational Plan (CEP)
 - Parent Needs Surveys

3. **Meetings:**
 - To accommodate our parents' schedules, Parent Teacher Association meetings are scheduled once a month either during day or evening hours.

P.S. 113Q
87-21 79 Avenue
Glendale, New York 11385
(718) 847-0724
Anthony J. Pranzo, Principal
Alejandro Megias, Assistant Principal

4. **Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments, Parent Classes, Parent Workshops, Parent Meetings by means of:**

- Orientations
- Parent Workshops
- PTA and Parent Coordinator Newsletters
- PTA and Parent Coordinator Bulletin Boards
- E-mail
- Backpack

5. **The school will increase participation of non-English speaking parents by providing communication as follows:**

- Department of Education notices in other languages
- ELL classes for parents

6. **Schools and parents will share responsibility for student performance by:**

The school:

- Will provide and support an academic program that is rigorous and challenging.
- Will provide and support after-school remedial and enrichment programs for students.
- Will communicate with families on an on-going basis regarding the students' academic progress.
- Will implement a homework program that emphasis meaningful practice of instructional content and writing in all content areas.
- Will provide and support a school parent coordinator to coordinate all parent activities and serve as a liaison between parents and the school.
- Will provide and support parent workshops based on the assessed needs of the parents at the school site. These workshops may include parenting skills and curriculum based workshops to build parents' capacity to help their children at home.
- Will form and support alliances with parents/guardians in the governance of the school.

Parents:

- Will send their children to school appropriately dressed, prepared to learn, and on time.
- Will encourage their child to do daily reading at home.

P.S. 113Q
87-21 79 Avenue
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Anthony J. Pranzo, Principal
Alejandro Megias, Assistant Principal

- Will attend Parent Teacher Conferences to discuss academic progress of their child.
- Will ensure that their child has completed their homework assignment on a regular basis.
- Will volunteer to assist in the school when possible.

7. Capacity-building activities for parents and school staff that support strong parental involvement include:

- Parent workshops
- Parent Teacher Association meetings
- Orientations
- Staff development

8. Parental Updates:

- Title I updates will be included on the agenda of each PTA meeting.
- Periodic parent surveys will be conducted each year to assess parent development needs.

Principal: _____
 Anthony J. Pranzo

PTA: _____
 Roseann Scaturro

**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.

A. Language Allocation Policy Team Composition

Network Cluster CFN 207	District 24	School Number 113	School Name Isaac Chauncey
Principal Anthony J. Pranzo		Assistant Principal Alejandro Megias	
Coach Susan Ovardia		Coach	
Teacher/Subject Area Maria Harris/Classroom Tchr		Guidance Counselor Laura Boyd	
Teacher/Subject Area Benito Maala/ESL Tchr		Parent Roseann Scaturro	
Teacher/Subject Area		Parent Coordinator Lynn Pope	
Related Service Provider Kimberlee Bauman		Other	
Network Leader Peggy Miller		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	834	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	1.9%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a child, new to the NYC school system is enrolled, a trained pedagogue administers the HLIS to the parent to determine the language spoken at home. Mr. Benito Maala, a certified ESL teacher conducts an oral interview with the parent and child in English and in their native language. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. If it is determined that the child speaks little or no English, then s/he is tested with the LAB-R. This is the child's initial assessment. If the child is a Spanish speaking ELL, the Spanish LAB is administered by a teacher certified in Spanish and trained in the Spanish LAB. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level is qualified as an ELL. An ELL student is mandated to attend any of three programs that his parents choose for her/him. The program offerings for ELL students are: Freestanding English as a Second Language, Transitional Bilingual Education and Dual Language. The frequency and amount of instructional time a student spends in the program depends on her/his proficiency level and is aligned with the NYS mandated requirement.. In the spring, ELL students take the NYSESLAT to measure their proficiency levels. Children reaching proficiency level exit the program. However, they will be given transitional support services for an additional two years following their passing of the NYSESLAT. Those students, who don't show sufficient progress, continue in the ESL program. In New York State, ELLs receive state funded ESL/Bilingual services for up to three years or more by completing a Request for Extension of Services.

2. At PS/IS 113Q, we adhere to guidelines to ensure that parents and guardians understand all three programs for ELLs. In September of each school year, parents and guardians of new ELLs are invited to attend an ESL Orientation Program. At this meeting, parents view a video about the different programs offered by the Department of Education. After viewing the vidoe, we discuss the programs' similarities and differences and the

manner in which each is conducted. We also discuss our ESL instructional program as well as our classroom instructional programs. We address parents' concerns to clarify issues about the ESL program. Contact with parents and information about our ELL program is provided within 10 days of enrollment throughout the year to any newcomers through phone calls and/or on-on-one meetings. Parents are informed that no matter which program they select, continuity in this program choice leads to more success for students.

3. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters are distributed and completed, so they can choose the appropriate program for their children. Parents who cannot the ELL Orientation Meeting receive the forms from their children. Calls and/or written requests are made to ensure that all forms are returned.

4. At P.S./I.S. 113Q, we offer the Freestanding English as a Second Language program. All other options are explained to parents, using translators when necessary, to ensure understanding. Our small population of ELL students come from several different native language backgrounds. Consequently, the Freestanding ESL Program best suits our needs. We regularly review the choices made by parents. If a need arises for any of the other ESL programs, we will adjust our offerings accordingly.

5. ELL parents have always requested the Freestanding ESL program. In the school year 2010-2011, all parents of our (16) ELL students selected the Freestanding ESL Program. In the school year 2009-2010, all parents of our (11) ELL parents requested the same program. In the 2008-2009 school year, all parents of our (21) ELL students selected the same program.

6. Our program is aligned with the choices that our ESL parents made. We will continue to monitor parent requests and adjust our program if necessary. Should a parent choose a different ESL program, we will accommodate them by recommending a school where such a program exists.

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
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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 #

2. A certified teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week.

3. The ESL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous standards based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including the monthly units of Teachers College Reading and Writing Program, manipulatives for math and science, computers, technology based programs (Rosetta Stone and StarFall) and leveled library books. We are beginning to implement the new Common Core Standards by utilizing more nonfiction text and creating more challenging independent tasks.

4. a. N/A

b. ELLs in the U.S. less than three years are targeted to attend Fundation classes, AIS, and/or the Extended School Day Program.

c. For ELLs receiving service 4-6 years classroom teachers and ESL teacher target lessons, skills and strategies to help prepare these students for state tests. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English language.

d. N/A

e. The ESL teacher identifies students with special needs and provides instruction appropriate to meet those individual needs. This may include providing large print materials for the visually impaired, utilizing the hearing aid/FM units for the hearing impaired and working cooperatively with the speech therapist, physical therapist, occupational therapist, SETTS teacher and guidance counselor where indicated.

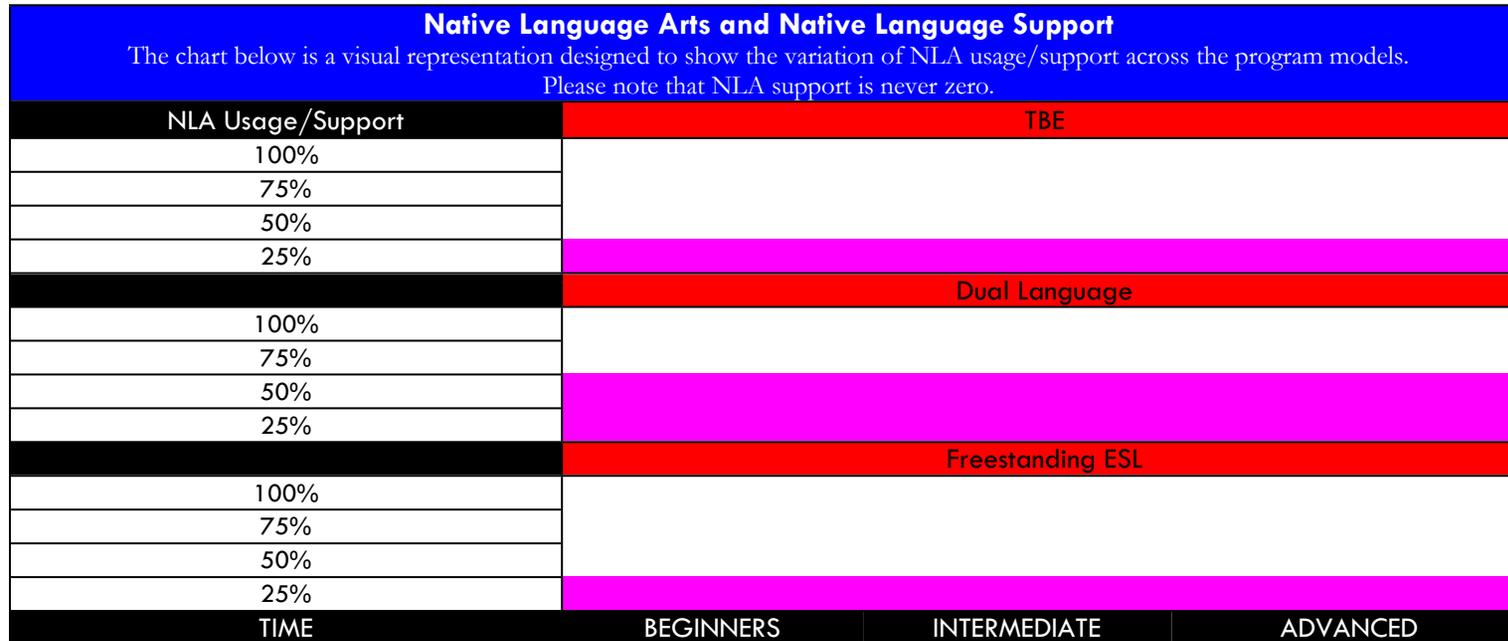
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

5. Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); instructional programs such as Language First, Rosetta Stone and StarFall; Learning Leaders Program (trained parent volunteers) and technology based instruction. These services are provided to any ELL student as needed.

6. Transitional support is extended to students for a period of two years after reaching proficiency on the NYSESLAT.

Lessons are planned based on the students' current grade level. The ESL teacher is in continuous consultation with the classroom teacher to find out how the children can be better served.

7. All ESL services and programs will continue for the 2010-2011 school year.

8. N/A

9. Based on data, ELL students are placed in the Extended Day Program as needed. All ELLs are eligible to participate in all other school programs such as After School Sports Program, Glee Club as well as any supplemental services available.

10. Instructional materials used to support ELLs include: Rosetta Stone, LeapFrog, literature books, tapes/records, picture cards and read alouds.

11. Native language support is provided in our programs. Children read books, magazines, newspapers and comics in their native language. They retell the stories that they read in English. They translate words, phrases, sentences and stories from their native language to

English.

12. Our educational materials correspond to our ELL students' ages and grade levels..

13. We provide an Orientation Meeting for newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages and which informs them about school policies. Additional translation services are provided, if needed.

14. Children in Grade 6 attend Spanish classes and Grade 7 attend Italian classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development takes place throughout the year and during the following times: November (Election Day PD) and June (PD Day). Additionally, professional development will be offered to meet the individual needs of our staff. Our ongoing, customized PD program is based on the teacher's self evaluation of need according to a survey. When a new ELL student enrolls at PS/IS 113, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ELL teacher, professional developer, other staff members and administration in a thorough and timely manner.

2. Since we are now a PS/IS school with 6th and 7th graders, we will ensure that all of our students will continue to receive the same services and support as always. Staff concerns will be addressed through our ongoing, customized Professional Development program to assist with transitional issues.

3. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated per Jose P. Topics include: Understanding the ELL Student, The ELL Student in the Mainstream Class, the ELL Student and the Workshop Model, Assessment, the ELL Student and the new Common Core Curriculum Standards.

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?

1. Parents are an integral part of our PS/IS 113 community. We have an active, involved PTA. ELL parents are encouraged to attend PTA meetings, volunteer for school functions and participate in school trips. Adult ESL classes are held once a week, during the spring term. ELL parents can receive information about other free ESL classes. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent events. Translation services are available for these notices.

2. N/A.

3. We evaluate the needs of the parents through attendance at meetings, opinion surveys, and questionnaires. The parent coordinator is always available to meet with parents to answer questions and determine their needs in a useful, thorough and timely manner.

4. Correspondence for parents is provided in different languages. The parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent-teacher conferences.

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	3	1			1								6
Intermediate(I)		1												1
Advanced (A)		1		1	3	2	1	1						9
Total	1	5	1	1	3	3	1	1	0	0	0	0	0	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B													
	I	2												
	A													
	P	4	2	1	3	2								
	B	1												
	I	1												
	A	1		1	2	1								
	P	3	2		1	1								

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

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

6					1				1
7			1						1
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			3		1		1		5
8									
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	1				1				2
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)								
Chinese 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.

1. Our School uses the ECLAS-2, TCRWP, and E-PAL to assess the early literacy skill of our ELLs. The results tell us that children who have early English Language experience will easily pass the ECLAS-2. This information helps the teacher plan effective differentiated instruction.
2. Children who are not exposed to the English Language usually score at the Beginning Level of the LAB-R. For Kindergarten and Grade 1, the reading part on both the LAB-R and the NYSESLAT are more difficult than the listening and speaking parts. From grades two and up reading and writing have always been more difficult for the children to pass.
3. The patterns across modalities are very effective at pointing out where the ELLs are weak and where they are strong. Patterns can be analyzed to help the teacher plan for more effective instruction.
4. a. Students who have limited experience with the English language find it very hard to pass the LAB-R. The longer they stay in the program, however, the more exposure to English students receive in class. As a result, their performance improves. Reading and writing continue to be the more difficult parts of the test. ELLs perform better in their native language than in English.
 b. The school leadership team and the teachers may examine the results of the ELL Periodic Assessments to see how students fared. They use data to identify ELLs strengths and weaknesses. They can then refocus their attention toward helping the ELLs more effectively.
 c. An examination of the LAB-R and NYSESLAT results from recent years revealed ELL's strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that Reading and Writing are the most difficult for everyone, including some of the ELLs at the more advanced levels.
5. N/A
6. Parents continue to request ESL classes for their children.
 ELLs are receiving the help they need to be successful in school as indicated by assessment data.

Additional Information

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

P.S./I.S.113Q is a school with very small ELL population. All students are given the individual instruction they need to succeed. Activities are varied and engaging.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony J. Pranzo	Principal		

Alejandro Megias	Assistant Principal		
Lynn Pope	Parent Coordinator		
Benito Maala	ESL Teacher		
Roseann Scaturro	Parent		
Maria Harris	Teacher/Subject Area		
Kimberlee Bauman	Related Service Provider		
Susan Ovadia	Coach		
	Coach		
Laura Boyd	Guidance Counselor		
Peggy Miller	Network Leader		
	Other		

Language Allocation Policy

Language Allocation Policy Team Composition

SSO: CFN 207

DISTRICT: 24

SCHOOL: 113Q

Compliance Officer: Olga de Filippis

Principal: Anthony J. Pranzo

Assistant Principal: Alejandro Megias

Parent Coordinator: Lynn Pope

Parent: Roseann Scaturro

Coach: Susan Ovadia

ESL Teacher: Benito Maala

Teacher: Maria Harris

Guidance Counselor: Laura Boyd

Related Service Provider: Kimberlee Bauman

Network Leader: Peggy Miller

ESL Language Allocation Policy Narrative

Part I: School ELL Profile

PS/IS 113Q, the Isaac Chauncey School located in Glendale, Queens, New York, currently serves 834 students, 16 of whom are ELL, which constitutes 1.92% of the total student population. Cultural and linguistic diversity is reflected in the languages spoken in our school, which include Polish, Spanish, Chinese, Romanian, Albanian and Filipino. We provide services to both general education and special education students. ESL services are provided by a certified ESL teacher, whose license is on file at the school. PS/IS 113Q follows the Freestanding English as a Second Language Program. This program is in agreement with the New York Commissioner's Regulations Part 154. As per regulation, the required number of units of instruction each student receives depends on his/her proficiency level on the LAB-R or NYSESLAT.

Part II: ELL Identification Process

A student who is new to the NYC school system who comes to PS/IS 113Q is administered the HLIS to determine whether he is an ELL student. Mr. Benito Maala, a certified ESL teacher and another certified teacher conduct informal oral interviews in English and in the child's native language. If it is determined that the child speaks little or no English, then he is tested with the LAB-R. This is the child's Initial Interview. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level is qualified as an ELL student. An ELL student is mandated to attend any of three programs that his parents choose for him. The frequency and amount of instructional time depend on his proficiency levels. The program offerings for ELL students are: Freestanding English as a Second Language, Transitional Bilingual Education and Dual Language.

In the spring, ELL students take the NYSESLAT to measure their proficiency levels. Children reaching proficiency level exit the program. However, they will be given transitional support services for an additional two years following their passing of the NYSESLAT. Those students, who don't show sufficient progress, continue in the ESL program. The frequency and amount of instructional time a student spends in the program depends on his proficiency level and is aligned with the NYS mandated requirements.

At school, we adhere to guidelines to ensure that parents and guardians understand all three

programs for ELLs. In September of each school year, parents and guardians of new ELLs are invited to attend an ESL orientation program. At this meeting, parents view a film about the different programs offered by the Department of Education. After viewing the film, we discuss the programs' similarities and differences and the manner in which each is conducted. We also discuss our ESL instructional program as well as our classroom instructional programs. We address parents' concerns to clarify issues about the ESL program. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters are distributed and completed, so they can choose the appropriate program for their children. If the parent selects a program that is not offered at PS/IS 113Q, they have the option of choosing another school. At the conclusion of the meeting, all forms are collected. Parents who cannot attend the ELL Orientation Meeting receive the forms from their children. Calls and/or written requests are made to ensure that all forms are returned. At PS/IS 113Q we offer only the Freestanding English as a Second Language Program. All other options are explained to parents, using translators when necessary, to ensure understanding. For the 2010-2011 school year, all parents of our 16 students selected the same program – the Freestanding English as a Second Language Program. This continues the trends from previous years. Numbers indicate that parents have been unanimously satisfied with the program models at PS/IS 113Q. For the 2009-2010 school year, all parents of our (11) ELL students requested the Freestanding ESL Program. For the 2008-2009 school year, all parents of our (17) ELL students requested the Freestanding ESL Program. Our program is aligned with the choices our ESL parents made. We will continue to monitor parent requests and adjust our program if necessary.

Part III: ELL Demographics

Currently, we have an ELL population of 16 (1.92%) students in the following grades: K(1), 1(5), 2(1), 3(1), 4(3), 5(3), 6(1) and 7(1). Twelve of our students are ELL students for 3 years or less. Two of our students have been ELL for 4-6 years. Two students have been ELL for up to 6 years. Four of these students are classified as special education. No student is a long-term ELL. The number of ELLs by grade and language is the following:

- Kindergarten – 1 Spanish
- Grade 1 - 2 Spanish, 1 Chinese, 1 Polish, 1 Albanian
- Grade 2 - 1 Spanish
- Grade 3 - 1 Spanish
- Grade 4 - 2 Spanish, 1 Arabic
- Grade 5 - 2 Spanish, 1 Arabic
- Grade 6 - 1 Spanish
- Grade 7 - 1 Spanish

At PS/IS 113Q, we utilize a pullout program model. Every ELL student receives all instruction in English. For ESL periods, students are grouped heterogeneously by grade level for small group instruction. We group students with different proficiency levels because we believe that children learn from their peers as well as from direct instruction. The less proficient students can learn from those who are more proficient.

A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Our Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly

to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week. Some students receive additional help through our Extended Day Tutorial Program and/or a Foundations program with a trained instructor. NLA instruction is addressed through the use of bicultural literature books and Spanish editions of literature, science books and other supplemental materials.

Our students go through a rigorous standards based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including the monthly units of Teachers' College Reading and Writing program, manipulatives for math and science, computers, technology based programs (Rosetta Stone and StarFall) and leveled library books.

At present, we do not have any ELL student who is classified as a SIFE or Long Term ELL. However, if these subgroups are added to our population, we will adjust our instructional programs to meet their needs. Since we are a school with a small ELL population, we are able to utilize small differentiated group instruction using suitable teaching strategies to improve learning. Lessons address different content areas. We offer extra support to our students during the extended day tutorial time in addition to the regular school day. Our extended day program includes additional instruction in reading, writing and listening to further improve test taking skills. Some students participate in a Foundations program with a trained instructor.

The ESL teacher identifies students with special needs and provides instruction appropriate to meet those individual needs. This may include providing large print materials for the visually impaired, utilizing the hearing aid/FM units for the hearing impaired and working cooperatively with the speech therapist, physical therapist, occupational therapist, SETTS teacher and guidance counselor where indicated.

Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); instructional programs such as Language First; Rosetta Stone and Star Fall; Learning Leaders Program (trained parent volunteers) and technology based instruction. These services are provided to any ELL student as needed.

For ELLs who attain proficiency on the NYSESLAT, classroom teachers and the ESL teacher target lessons, skills and strategies to help prepare these students for state tests. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English language.

We will work closely with the classroom teachers to target areas of concern. We will provide test preparation skills in targeted areas to ensure that our students meet state standards.

All ESL programs and services will continue for the 2010-2011 school year.

Based on data, ELL students are placed in the Extended Day Reading Program as needed. All ELLs are eligible to participate in all other school programs such as an After School Sports Program, Glee Club as well as any other supplemental services available.

Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, literature books, tapes/records, picture cards and read alouds.

Native language support is provided in our programs. Children read books, magazines, newspapers and comics in their native language. They retell the stories that they read in English. They translate words, phrases, sentences and stories from their native language to English. They discuss similarities and differences between English and their home language.

Our educational materials correspond to our ELL student's ages and grade levels.

Newly enrolled ELLs and their parents are invited to attend an Orientation Meeting. At this meeting, parents are given the school handbook, which is available in several languages and which informs them about school policies.

Children in Grade 6 attend Spanish language classes and Grade 7 students attend Italian language classes.

Professional Development takes place throughout the year and during the following times: November (Election Day PD) and June (PD day). Additionally, Professional Development will be offered to meet the needs of our staff as part of our ongoing customized PD program. All staff (classroom teachers, special education teachers, principal, assistant principal, ESL teacher, paraprofessionals, special education paraprofessionals, and support staff services personnel) will be able to avail themselves of all professional development. This more than meets the requirement of 7.5 – 10 hours as mandated per Jose P. Topics include: Understanding the ELL Student, The ELL Student in the Mainstream Class, The ELL Student and the Workshop Model; Familiarization with the NYSESLAT and ELA for the ELL Student; Assessment and the ELL Student; Scaffolding the Curriculum and Differentiated Instruction for the ELL Student; Misconceptions About English Language Learners. These topics align with our instructional program and include components that enhance the level of instruction to the ELL students.

Parents are an integral part of our ESL program. They are invited to attend ESL classes once a week for two hours during the school year. Notices are sent home regarding parent workshops, seminars and orientation programs. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent events. Translation services are available for these notices. Predominant language needs at PS/IS 113Q include: Spanish and Polish with some Chinese, Romanian, Albanian and Filipino. Our parent coordinator is available to address questions, immediate concerns and to assist in obtaining translations. Correspondence for parents is provided in different languages and the parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. We utilize the DOE translation services where applicable. Notices are translated by the DOE or by school personnel where needed. Additional translation services are provided by teachers and/or paraprofessionals who are available on a daily basis, during Parent – Teacher

Conferences, Parent Workshops and other school functions. Teachers are informed of this and utilize these services when appropriate. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors.

Our school uses ECLAS, EPAL and in-house assessments to assess the early literacy skills of our ELLs. Data that we gather from these tools provide awareness of our students' strengths and weaknesses. By utilizing these tools, we can monitor and adjust our instructional plan in order to provide optimal instruction so all our students will progress.

An examination of the LAB-R and NYSESLAT results from recent years revealed ELL's strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. Recent results indicate that the most recent arrivals from non-English speaking countries scored at the beginning level. The same test results revealed that Reading and Writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. The 2010 NYSESLAT data indicates that intermediate level students in Listening and Speaking are at beginning levels in Reading and Writing. To address this issue, our instructional programs such as "Language First", "Rosetta Stone" and "Star Fall" (for nonreaders), target the skills that are necessary for success in reading and writing. ECLAS data confirms that children with higher proficiency levels in English language outperformed those children with lower proficiency levels. We will continue to monitor these aspects of the curriculum to address deficiencies. Since we are now a PS/IS school with sixth and seventh graders, we will ensure that all of our students will continue to receive the same services and support as always.

Language Allocation Policy

Language Allocation Policy Team Composition

SSO: CFN 207

DISTRICT: 24

SCHOOL: 113Q

Compliance Officer: Olga de Filippis

Principal: Anthony J. Pranzo

Assistant Principal: Alejandro Megias

Parent Coordinator: Lynn Pope

Parent: Roseann Scaturro

Coach: Susan Ovadia

ESL Teacher: Benito Maala

Teacher: Maria Harris

Guidance Counselor: Laura Boyd

Related Service Provider: Kimberlee Bauman

Network Leader: Peggy Miller

Language Allocation Policy Team

NAME	TITLE	SIGNATURE	DATE
Anthony J. Pranzo	Principal		
Alejandro Megias	Assistant Principal		
Susan Ovadia	Coach		
Benito Maala	ESL Teacher		
Maria Harris	Teacher		
Lynn Pope	Parent Coordinator		
Roseann Scaturro	Parent		
Laura Boyd	Guidance Counselor		
Kimberlee Bauman	Related Svc. Provider		