



**THE THEODORE SCHOENFELD SCHOOL  
PUBLIC SCHOOL 110**

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

**SCHOOL: 09X110**

**ADDRESS: 580 CROTONA PARK SOUTH  
BRONX, NEW YORK 10456**

**TELEPHONE: 718-861-0759**

**FAX: 718-861-2750**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 09X110      **SCHOOL NAME:** The Theodore Schoenfeld School

**SCHOOL ADDRESS:** 580 Crotona Park South Bronx, New York 10456

**SCHOOL TELEPHONE:** 718-861-0759      **FAX:** 718-861-2750

**SCHOOL CONTACT PERSON:** Daisy Perez      **EMAIL ADDRESS:** dperez@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Debra Plunkett

**PRINCIPAL:** Daisy Perez

**UFT CHAPTER LEADER:** Erinetta Long

**PARENTS' ASSOCIATION PRESIDENT:** Noemi Gines and Aisha Daughter of Essi

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Dolores Esposito

**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
<b>Daisy Perez</b>	*Principal or Designee	
Erinetta Long	*UFT Chapter Chairperson or Designee	
Noemi Gines	*PA/PTA President or Designated Co-President	
Aisha Daughter of Essie	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Eduardo Vasquez</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shantai Brown	Member/Parent	
Shanieka Adams-Gatling	Member/Parent	
Debra Plunkett	Member/Teacher, SLT Chair	
Marie Banjo	Member/School Social Worker	
Juana Perez	Member/Parent	

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

\* Core (mandatory) SLT members.

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

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

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

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Public School 110 is currently a Pre-K to Grade 5 elementary school. There are 424 students currently enrolled in our school. There are: 16 general education classes, 2 collaborative team teaching classes, and 4 special education classes. Most of our general education students are home zoned for Public School 110. None of our special education students are home zoned for our school. Almost all of the special education students are bussed to our school from all over district 9 and 10.

Our student population represents many cultures, 48.6% are African Americans, 50.2% are Hispanic, .50% are Asian, and other ethnic backgrounds. Although there are English language learners (ELL) throughout the grades, there are insufficient numbers of ELLs to form classes beyond the ones that exist. Students receive ESL instruction through a pull-out/push-in program. Students in general education classes recommended for Special Education Teacher Support Services receive the services from 1 SETSS Teacher. One other special education teacher services additional SETSS students one period per day. A multitude of related services providers include: speech, occupational therapy, physical therapy, adaptive physical education, counseling, and bilingual counseling. Our school faculty is comprised of 3 school administrators, 49 teachers, support personnel, and school aides.

The school is organized to provide instruction in what has proven to be the most effective way. Most classes are grouped in a heterogeneous fashion to allow for effective grouping and peer mentoring. There is a top class in each grade beginning at grade 1. All ELL students enrolled in monolingual classes are placed in one class within the grade in order to facilitate English As a Second Language services. Since the area of greatest need is literacy, many additional resources are devoted to that curriculum area. Every classroom has a purposeful attractive learning environment with leveled content area libraries and high interest books. The classroom environment also includes resource content charts to support reinforcement of content taught. Rubrics and checklists support student self-reflection. Many instructional, technological, and curriculum resources are available to support effective instruction. A rigorous standard-based curriculum promotes accelerated learning.

### **School Vision**

As you enter The Theodore Schoenfeld School –Public School 110 you see a community of learners committed to achieving academic excellence. Students accept their roles in education to become active participants in their educational continuum. They have the necessary tools and skills that would allow them to adapt and meet the demands of an ever-changing society.

### **School Mission**

Our school community is committed to providing our students with a rigorous educational program responsive to the needs of individual students in order to ensure career and college readiness.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 110 Theodore Schoenfeld									
District:	9	DBN:	09X110	School BEDS Code:	320900010110					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	34	34	35		91.8	92.9	TBD			
Kindergarten	51	34	54							
Student Stability - % of Enrollment:										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 1	65	60	65	92.7	88.8	TBD				
Grade 2	68	60	60							
Grade 3	71	49	65							
Grade 4	66	68	66							
Grade 5	64	61	61	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		90.4	95.8	93.6			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		7	23	TBD			
Grade 12	0	0	0							
Ungraded	21	13	18	Recent Immigrants - Total Number:						
Total	440	379	424	(As of October 31)	2007-08	2008-09	2009-10			
					0	1	1			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	68	50	49	Principal Suspensions	1	6	TBD			
# in Collaborative Team Teaching (CTT) Classes	26	15	18	Superintendent Suspensions	3	4	TBD			
Number all others	26	29	28							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	47	42	TBD			
# in Transitional Bilingual Classes	34	15	5							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	30	33	28							

**SECTION III – Cont’d**

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	7	35	Number of Administrators and Other Professionals	19	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	6	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(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	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.2	76.2	TBD
				% more than 5 years teaching anywhere	83.0	78.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	96.0	95.0	TBD
American Indian or Alaska Native	0.4	0.3	0.0		100.0	98.5	TBD
Black or African American	49.6	45.6	48.6				
Hispanic or Latino	48.9	53.0	50.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.5	0.5				
White	0.9	0.5	0.0				
<b>Male</b>	49.8	52.2	50.7				
<b>Female</b>	50.2	47.8	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	88			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	23.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

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**SECTION IV: NEEDS ASSESSMENT**

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

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

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

**What student performance trends can you identify?**

Current performance trends indicate a positive trend in overall academic achievement for the past several years. Preliminary reports indicated the same trend, but after the recalculation of the scores some of our level 3 students declined to level 2. The English Language Arts data demonstrates an increase in the number of students performing in level one and two and a decrease of students performing in levels 3 and 4. Scores indicate that 30.5 % of our students are performing on or above grade level. This is due to the fact that the cut off scores for the performance levels were raised at the state level and it had a direct impact on our ELA and Mathematics State assessments. Recent Social Studies scores for 2009 indicate a continued upward trend with 81.6% of students performing in levels 3 and 4. In addition, Developmental Reading Assessment results for all grades (K – 2) demonstrated significant gains. Furthermore, the results of the Grade 3, 4 and 5 Mathematics State Test indicate an increase in the number of students performing at level one and a decrease to 54% of students performing at levels 3 and 4.

**English Language Arts All Students (Grades 3-5)**

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2007	47	20.3	109	47	73	31.5	3	1.3	76	32.8
2008	20	10.8	71	38.2	94	50.5	1	0.5	95	51.1
2009	9	5.3	48	28.1	109	63.7	5	2.9	114	66.7
2010	23	12.2	108	57.4	49	26.1	8	4.3	57	30.5

**Math All Students (Grades 3-5)**

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2007	40	16.9	75	31.6	107	45.1	15	6.3	122	51.5
2008	10	5.5	39	21.3	113	61.7	21	11.5	134	73.2
2009	2	1.2	19	11	119	68.8	33	19.1	152	87.9
2010	9	4.8	78	41.3	75	39.7	27	14.3	102	54

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

Our greatest accomplishment is the increase in our standardized state test results in the past three years resulting in a change in the classification of the school from a School in Need of Improvement Year 2 to “a School in Good Standing.” Our students demonstrated yearly progress on standardized state assessments and overall academic achievement. Until the NY state re-evaluation of the ELA scores, our data demonstrated a reduction in the number of students performing in level one and an increase of students performing in levels 3 and 4. Due to recalculation of the state cut off scores, 30.5% of our students are performing on or above grade level in the area of ELA. Recent Social Studies scores for 2009 indicate a continued upward trend with 81.6% of students performing in levels 3 and 4. In addition, DRA results for all grades (K – 2) demonstrated significant gains. This is attributed to the use of data to inform instruction, the implementation of the citywide balanced literacy approach combined with Words Their Way, and additional guided reading support in grades 3 thru 5 classes by qualified intervention teachers, individual conferences with a focus on clear goals with continuous monitoring of progress, on-going teacher evaluations and feedback, in addition to structured professional development. Furthermore, the results of the Grade 3, 4 and 5 Mathematics State Test up until the re-evaluation of the standardized scores indicated a positive trend in the reduction of the number of students performing at level 1 and an increase of students performing at levels 3 and 4 in the past three years. Currently 54% of our students scored at or above grade level in mathematics. This is attributed to the use of data to inform instruction, the implementation of the workshop model in Mathematics, the integration of the principles of learning, the implementation of a citywide Mathematics Program with a focus on the conceptual understanding of Mathematics, problem-solving skills, and the support of structured professional development.

Another important accomplishment is the focus on a clear vision, mission and school goals of teaching and learning, collaborative work, and the use of data to drive instruction. Teachers meet in weekly grade level meetings to use data for curriculum planning. Standard-based rigorous units of study are developed in the area of literacy and mathematics. The implementation of a strategic school-wide professional development plan continues to strengthen research-based effective teaching practices in the classrooms as well as improvement in student academic performance. Differentiated professional development is provided throughout the year to meet the individual needs of all teaching staff.

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

The most significant aids to the school’s continuous improvement is the building of a collaborative professional learning community committed to learn the most effective teaching practices that will promote student achievement. Administrative staff provides strong instructional leadership through modeling, promoting professional development and providing clinical supervision and continuous teacher feedback. Literacy and math coaches and grade leader teachers support grade level planning sessions, collaborative learning, inter-class visitations, and sharing of effective teaching pedagogy. Our school-wide professional development plan is purposeful and aligned with grade level curriculum. Special Education and English Language Learners Network Instructional Support Specialist provide professional development in research-based teaching practices to better meet the needs of our special education and English Language Learners students. We are also supported by citywide and Children First Network 109 professional development offered in the areas of literacy, mathematics, content areas, special education, English Language Learners, technology, physical education, and the arts. Also, a Math and a Literacy consultant from AUSSIE support a cohort of new teachers as well as

teachers in need of additional support. Collaboration and teamwork in the sharing of best teaching practices is promoted throughout the school. Inquiry teamwork focuses on student learning needs in the area of literacy and academic rigor. Curriculum, instruction, and assessment are adjusted based on the analysis of student assessment data. A school-wide assessment system promotes the use of standard-based data to inform instruction and collaborative planning. Furthermore, a differentiated instruction approach to learning will ensure the academic progress of all our students.

The barriers to school improvement, although it is not evident in our standardized test scores during the academic school year 2009-2010, we hope that the continued reduction of our Academic Intervention personnel and After-School Programs do not have a negative impact on our continuous improvement. Furthermore, the continuous influx of special needs students from other community schools performing three to four years below grade level is a challenge for the school and our limited resources.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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1. By June 2011, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS ELA assessment.
2. By June 2011, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS Math assessment.
3. By June 2011, students in grade four will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS Science assessment.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Reading and Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS ELA assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement.</li> <li>• The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.</li> <li>• Administrative staff analyzed data to evaluate school level goals.</li> <li>• Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.</li> <li>• Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.</li> <li>• Individual teachers use data to set annual and interim goals.</li> <li>• The administration of literacy assessments (DRA, Reading Running Records, Instructionally Targeted Assessments, Predictive Tests, and ELA Samplers) throughout the year allowed all teachers to address the needs of the students. The results of these assessments informed daily instruction and our professional development.</li> <li>• The school-wide data driven plan including a data-based management system and reading tracking sheets, vocabulary development tracking sheets, and reading skill summary sheets have been instituted to monitor students’ progress</li> </ul>

and ensure achievement of our goal by June 2011.

- The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.
- The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction:
  - Data Performance binders
  - Literacy Curriculum binders
  - Differentiated instruction binders
  - Individual conferences binders
- The implementation of school-wide color-coded student work folder and notebook systems in reading and writing has allowed us to track student academic progress in literacy.
- The continuous updating of data has allowed teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- The professional development team composed of administrative staff, coaches, and grade leaders is established with the purpose of analyzing grade level data in alignment with NYS performance indicators.

#### **Curriculum and Instruction**

- Two hours (one for reading and one for writing) will be devoted every day for literacy. The Readers Workshop and the Writers Workshop will be implemented everyday following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- Implementation of a Response to Intervention-Tier 2 approach by offering targeted more intense instructional support by aligning assessment and classroom instruction.
- The Teachers College Reading and Writing Project curriculum will be implemented during the Reading and Writing Periods in all grade levels.
- The implementation of Bloom's Taxonomy will be used to infuse high order thinking skills in curriculum and instruction.

- The alignment of the reading and writing curriculum calendars with NYS English Language Arts Standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.
- Grade level collaborative planning sessions will be devoted to plan genre- based units of study incorporating the suggested Teachers College curriculum maps and the use of data to plan standard-based lessons and address student needs.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Weekly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The implementation of grade level pacing calendars provide consistency and coherence across grade levels
- The integration of technology, such as the use of the Internet and books on CD-ROMs, Smart Boards, and laptops supports classroom instruction, and literacy development.
- The use of genre- based criteria charts, rubrics, writing exemplars' charts, and mentor texts promote writing development.
- The formation of guided reading groups based on reading levels and ability promote accelerated reading development. Flexible grouping is based on student performance.
- The formation of reading skills' groups based on identified reading skills also promote reading comprehension and reading development.
- Guided writing and individual conferences lessons based on the stages of the writing process and the qualities of good writing promote writing development.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement and literacy development.

**Align Capacity Building**

- Data gathered from teacher goal-setting meetings in September, January, and

June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.

- A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers' progress in the professional teaching standards continuum.
- On going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide, grade level professional development as well as individual coaching cycles.
- Implementation of the professional teaching standards (Effective Environment, Organizing Subject Matter, Planning Instruction, Assessing Learning, and Developing as a Professional) will allow administrative staff to evaluate effectiveness in pedagogy.
- Professional Development will be provided in the components of the Readers and Writers Workshop for all new and experienced teachers in need of additional support in this area.
- Model lessons in effective teaching practices will be promoted throughout the year in order to build capacity and collaborative learning.
- Data from Inquiry Team research will be used to strengthen teaching and learning practices
- The sharing of research-based best teaching practices are promoted during monthly grade level meetings.
- Lunch and Learn Sessions will be offered to all teachers in need of additional support in effective practices of teaching and learning as per informal and formal observations.
- New teachers will attend Acuity/ARIS System Training sessions in order to facilitate the access to valuable data from predictive and instructionally targeted assessments for planning and teaching. Inquiry team members and all teachers will continue to use the collaborative tools in the Acuity/ARIS System.
- Scheduling grade level common planning time has allowed teachers to meet by grade level to analyze grade level data, align curriculum and instruction.
- Individual coaching cycles using the professional teaching standards will be

offered to all new teacher and all experienced teachers in need of additional support.

- Administrative staff will provide training and continuous feedback to all teachers to promote professional growth.
- Training sessions during Monthly Faculty conferences will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.
- Inter-school visitations will be scheduled as needed.
- Monthly scheduled literacy coaches' network meetings will promote our coaches' professional development.
- Monthly principals and assistant principals meetings will promote the professional development of our administrative staff.
- A comprehensive schedule for mentoring new teachers will support our new teachers.
- Our Specialty program schedule will promote literacy through the arts, technology, and good health habits.

**Target Population:**

- Kindergarten – Grade 5

**Responsible Staff Members**

- Principal
- Assistant Principals
- Literacy and Math Coach
- ESL Teacher
- Academic Intervention Teachers
- Classroom and Cluster Teachers
- Related Service Providers

**Implementation Timelines:**

- September 2010-June 2011

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**Use of Resources**

- The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group literacy instruction in order to promote literacy development. Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s). In kindergarten thru grade 2 students are targeted based on academic needs.
- A Response to Intervention Tier 2 teacher funded through Title 1 support flexible grouping and small group instruction during the literacy periods. Additional Intervention Programs have been purchased to support targeted Response to Intervention Tier 2 students.
- NYSTL library funds will be used to purchase additional library books for our school library.
- Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction guided reading books.
- NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
- NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
- Title 1 and Children First Funds will be allocated for After-School Programs to strengthen literacy skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program.
- Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test.
- School-wide attendances systems, as per our attendance plan, will ensure that all students meet the 90% attendance goal.
- Title III Funds will be allocated to support ELL students in the development of literacy.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Use of Data**

- Implementation of school-wide data systems (Literacy Student Assessment Management System and Reading Tracking Sheets)
- Data Performance Binders with evidence of Literacy assessments
- Agendas and data analysis forms generated in curriculum and grade level meetings

- Literacy Curriculum Binders with standards and units of study
- Differentiated Instruction Binders
- Reading and Writing individual student conference binders
- School-wide color-coded student work folder and notebook systems in reading and writing.
- Monthly monitoring of all data collection systems through the use of checklists and teacher feedback.

#### **Curriculum and Instruction**

- Grade level daily schedules
- Individual Teacher's curriculum binders with the Teachers College Reading and Writing Project curriculum
- Grade level curriculum maps and grade level pacing calendars in alignment with the NYS English Language Arts Standards
- Grade meetings' agendas
- Circular 6 Grade Planning Meetings –agendas and sign in sheets
- School-wide analysis of student work protocol
- Computer-based projects
- Guided reading/skills groups planning sheets
- Lesson plan books
- Student's reading and writing notebooks and work folders
- Student's portfolios
- Teacher/Student goal setting worksheet

#### **Align Capacity Building and Professional Collaboration**

- Beginning of the year goal-setting meetings in September, mid-year evaluation of goals in January, and end of the year evaluation of goals in June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers.
- Informal and formal observation reports integrating the professional teaching standards to evaluate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- Individual coaching cycles logs integrating the professional teaching standards
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Technology sessions agendas

	<ul style="list-style-type: none"> <li>• Acuity System Training sessions agendas</li> <li>• Lunchtime study groups' agendas</li> <li>• Cabinet, curriculum, and faculty conferences agendas</li> <li>• Circular 6 Grade Planning Meetings to promote independent and shared reflection, opportunities for leadership growth to enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.</li> <li>• Inquiry team uses the inquiry approach to promote shared leadership that focuses on improved student learning.</li> </ul> <p><b>Interval of Periodic Review</b></p> <ul style="list-style-type: none"> <li>• Itemized Test Analysis (ITA) November 2010</li> <li>• Predictive Assessment February 2011</li> <li>• NYS Sampler Assessment March 2011</li> </ul> <p><b>Projected Gains</b></p> <ol style="list-style-type: none"> <li>1. Grade 3 – 5 students will demonstrate a 1% decrease in the number of students performing at level 1 and 2 on the ITA administered November 2010.</li> <li>2. Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 2% of students performing at level 1 and 2 on the Predictive Assessment administered February 2011.</li> <li>3. Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 3% of the number of students performing at level 1 and 2 on the NYS Sampler Assessment administered March 2011.</li> </ol>
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

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

<p><b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS Math assessment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement.</li> <li>• The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.</li> <li>• Administrative staff analyzed data to evaluate school level goals.</li> <li>• Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.</li> <li>• Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.</li> <li>• Individual teachers use data to set annual and interim goals.</li> <li>• The administration of Mathematics assessments (Baseline, mid-year, and end of the year assessments, Everyday Math Unit Tests, Math Predictive Tests, and Instructionally Targeted Assessments) throughout the year will allow all teachers to address the needs of the students. The results of these assessments inform daily instruction and our professional development.</li> <li>• A school-wide data driven plan including a data-based management system in Mathematics has been instituted to monitor students’ progress and ensure achievement of our goal by June 2011.</li> <li>• The teachers gather and analyze data of sub-groups (grades, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.</li> <li>• The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.</li> <li>• The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction: <ul style="list-style-type: none"> <li>▪ Data Performance binders</li> </ul> </li> </ul>

- Differentiated instruction binders
- Individual conferences binders
- The implementation of school-wide color-coded student work folder and notebook systems in Mathematics has allowed us to track student academic progress and their performance in Math units of study.
- The continuous updating of data has allowed teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- The curriculum teams composed of administrative staff, coaches, and grade leaders with the purpose of analyzing grade level data in alignment with curriculum and goals.
- Aris and Acuity System will be used to access valuable data from predictive and instructionally targeted assessments for planning and teaching.

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**Curriculum and Instruction**

- Sixty minutes will be devoted every day for the content area of Mathematics. The Mathematics Workshop will be implemented everyday following the Workshop Model.
- The Everyday Math City-wide standard-based pacing calendar will be used for planning and teaching.
- The monthly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The implementation of Bloom's Taxonomy will be used to infuse high order thinking skills in curriculum and instruction.
- The implementation of grade level pacing calendars provide consistency and coherence across grade levels
- The integration of Math software, The Smart Boards, and the Internet will allow students to strengthen their Mathematics skills and support classroom and differentiated instruction.
- The use of problem-solving strategies and rubric assessment allow students to understand standard based responses and meta-cognitive thinking.
- The alignment of the Math curriculum calendar with the NYS Math standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.

- The formation of Mathematics focus groups based on identified Math skills will promote Mathematics progress in students in need of additional support. Flexible grouping is based on student performance.
- “Kid-watching” and individual conferences will allow teachers to assess individual needs and provide data for future planning and intervention.
- The monitoring of active student engagement throughout the lesson and assessing students’ work will raise student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The introduction of lessons in real life context and the use of Math manipulatives will promote the conceptual understanding of Mathematics.
- Writing reflections in Mathematics will promote reflection and meta-cognitive thinking.
- The explanation of different strategies to solve word problems during the Share component of the Math Workshop Model will promote accountable talk and comprehension in Mathematics.
- The sharing of goals, curriculum, and assessment results with parents promote parental involvement and Mathematics development.
- Aris and Acuity System will be used to access valuable data from predictive and instructionally targeted assessments for planning and teaching.

**Align Building Capacity and Professional Collaboration**

- Beginning of the year goal-setting meetings in September, mid-year evaluation of goals in January, and end of the year evaluation of goals in June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers.
- Informal and formal observation reports integrating the Professional Teaching Standards to evaluate school-wide instructional practices and implement strategies that promote professional growth and reflection.
- Individual coaching cycles logs integrating the professional teaching standards
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Technology sessions agendas

- Acuity System Training sessions agendas
- Cabinet, curriculum, and faculty conferences agendas
- Circular 6 Grade Planning Meetings to promote independent and shared reflection, opportunities for leadership growth to enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.
- A Math coach supports teachers in the teaching of the conceptual understanding of Mathematics and in strategies to teach real Mathematics.
- Model lessons will be provided to teachers based on individual needs.
- Acuity and ARIS System Training sessions will continue to be provided to all teachers in grades three thru five and AIS providers in order to facilitate the access to valuable data from predictive and instructionally targeted assessments for planning and teaching.
- Scheduling grade level common planning time will allow us to meet by grade level using data for instructional planning.
- Individual coaching cycles using the professional teaching standards will be offered to all new teacher and all experienced teachers in need of additional support.
- Administrative staff provides training and continuous feedback to all teachers to promote professional growth.
- Teacher participation in citywide training sessions will enhance the teaching of Mathematics for new teachers.
- Math coach will continue to participate in Network wide Math calendar days.
- Scheduling grade level common planning time has allowed teachers to meet by grade level to analyze grade level data, align curriculum and instruction.
- Individual coaching cycles using the professional teaching standards will be offered to all new teacher and all experienced teachers in need of additional support.
- Administrative staff will provide training and continuous feedback to all teachers to promote professional growth.
- Training sessions during Monthly Faculty conferences will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.
- Inter-school visitations will be scheduled as needed.
- Monthly scheduled literacy coaches' network meetings will promote our coaches'

	<p>professional development.</p> <ul style="list-style-type: none"> <li>• Monthly principals and assistant principals meetings will promote the professional development of our administrative staff.</li> <li>• A comprehensive schedule for mentoring new teachers will support our new teachers.</li> </ul> <p><b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten – Grade 5</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Math Coach</li> <li>• ESL Teacher</li> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2010-June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The Extended Day Program will provide targeted students with an additional 50 minutes of small group Mathematics instruction in order to promote Mathematics skills. Two groups have been targeted for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s)</li> <li>• Response to Intervention Mathematics teachers supports flexible grouping and small group instruction during the Mathematics periods. Additional Intervention Programs will be purchased to support targeted Tier 2 students.</li> <li>• In order to integrate technology in our Mathematics Program, Grant funds will be allocated to purchase SMART Boards for each classroom to enhance classroom instruction.</li> <li>• Funds have been allocated to purchase Mathematics libraries in all classrooms.</li> <li>• School funds will be allocated for city-wide professional development for teachers and coaches in Mathematics development.</li> <li>• A Math coach supports all teachers in strengthening the teaching of the Math Workshop Model.</li> </ul>

	<ul style="list-style-type: none"> <li>• Title 1 and Children First Funds will be allocated for After-School Programs and Saturday Programs to strengthen Mathematics skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program and students who are meeting the standards are invited to our Enrichment After-school Program. Special needs and English Language Learners will also be supported in our After-School Programs.</li> <li>• Instructional materials will be purchased to support Mathematics test preparation.</li> <li>• NYSTL funds have been allocated to purchase one and two computers per classroom, one printer, and software that support mathematics development.</li> <li>• Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance.</li> <li>• A school funded family worker supports the attendance initiative in order to ensure that all our students are meeting a minimum of 90% attendance.</li> <li>• School Budget and school funds will be allocated for awards and celebrations acknowledging outstanding achievement in academics, effort, attendance, and behavior.</li> <li>• An ESL teacher supports all English Language Learners providing mandated services as per Commissioner Regulation Part 154.</li> <li>• All special needs students meet their Math goals as per their individualized educational plan.</li> <li>• Title III allocated funds for After-School Programs support ELL students in the development of Mathematics.</li> <li>• The Pupil Personnel Committee evaluates and discusses all students not meeting grade level standards at monthly meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• School-wide data systems in Mathematics</li> <li>• Data Performance Binders</li> <li>• Agendas and data analysis forms</li> <li>• Differentiated Instruction Binders</li> <li>• Individual student conference binders</li> <li>• School-wide color-coded student work folder and notebook systems in</li> </ul>

Mathematics

**Curriculum and Instruction**

- Grade level daily schedules
- Common planning scheduled time
- Grade level pacing calendars in alignment with the NYS Mathematics Standards
- Grade meetings' agendas
- Lesson plan books
- Student's Mathematics notebooks and work folders
- Student Math goal setting worksheet

**Development of Staff**

- Goal-setting meetings, mid-year evaluation of goals, end of the year final evaluation of goals' conference forms
- Informal and formal observations' reports
- Individual coaching cycles logs
- Agendas of professional development sessions
- Lunch and Learn Sessions agendas and handouts
- Technology session agendas
- Cabinet, curriculum, and faculty conferences agendas

**Use of Resources**

- The Extended Day Program differentiated instruction planning sheets
- Lesson plan books
- Personal Intervention Plans for all students receiving Response to Intervention services
- Response to Intervention Meetings agendas and logs
- Instructional materials to support students in AIS Programs
- Individual educational plan for all students with special needs
- Math centers with manipulatives
- Computers, printers, and standard-based Math software in every classroom
- After-School Program's attendance and lesson plans
- Test preparation instructional materials
- Teacher's attendance binders, parent outreach logs, monthly letters to parents, monthly certificates and awards
- Monthly assemblies' flyers and programs

	<ul style="list-style-type: none"> <li>• ESL teacher’s lesson plans and resources</li> <li>• Pupil Personnel Committee Meetings’ agendas and logs of cases</li> <li>• Safety Meetings agendas and logs</li> </ul> <p><b>Interval of Periodic Review</b></p> <ul style="list-style-type: none"> <li>• Itemized Test Analysis (ITA) November 2010</li> <li>• Predictive Assessment February 2011</li> <li>• NYS Sampler Assessment March 2011</li> </ul> <p><b>Projected Gains</b></p> <ul style="list-style-type: none"> <li>• Grade 3 – 5 students will demonstrate a 1% decrease in the number of students performing at level 1 and 2 on the ITA administered November 2010.</li> <li>• Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 2% of students performing at level 1 and 2 on the Predictive Assessment administered February 2011.</li> <li>• Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 3% of the number of students performing at level 1 and 2 on the NYS Sampler Assessment administered March 2011.</li> </ul>
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</p>	<p>By June 2011, students in grade four will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS Science assessment</p>
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<i>Time-bound.</i>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• The administrative staff and faculty analyzed summative and formative data in order to determine student’s strengths and areas in need of improvement.</li> <li>• The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.</li> <li>• Administrative staff analyzed data to evaluate school level goals.</li> <li>• Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.</li> <li>• Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.</li> <li>• Individual teachers use data to set annual and interim goals.</li> <li>• The administration of science assessments throughout the year will allow all teachers to address the needs of the students. The results of these assessments will inform daily instruction and our professional development.</li> <li>• The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.</li> <li>• The use of data will be used to plan school-wide, grade level, and class standards-based lessons.</li> <li>• The use of disaggregated data by genders and ethnicity will allow all staff members to address the needs of different subgroups.</li> <li>• The implementation of the following school-wide binder systems will provide all teachers with an organized and systematic way of using data to inform instruction: <ul style="list-style-type: none"> <li>▪ Data Performance binders</li> <li>▪ Curriculum binders including a section for Science</li> <li>▪ Differentiated instruction binders</li> <li>▪ Individual conferences binders</li> </ul> </li> <li>• The implementation of school-wide color-coded student work folder and notebook systems in science will allow us to track student academic progress in science.</li> <li>• Continuously updating of data will allow teachers and administrators to monitor</li> </ul>

student progress and plan further intervention to meet the needs of individual students.

- Curriculum teams composed of administrative staff, coaches, and grade leaders will be established with the purpose of analyzing grade level data in alignment with curriculum and goals.

#### **Curriculum and Instruction**

- A forty-five minute period daily alternating weeks will be devoted for science instruction in kindergarten through grade 2, and grade 5. Grades 3 and 4 have 4 periods of science per week to ensure that students have the conceptual understanding and knowledge of the Science content. The Science Workshop will be implemented following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- New York State Science Standards including inquiry skills, process skills, and health will be implemented in all grade levels to ensure a standard based curriculum addressing grade level benchmarks and expectations,
- Curriculum calendars are aligned with the New York City Science Scope and Sequence at all grade levels in order to provide consistency across grade levels.
- Grade level collaborative planning sessions will be devoted to plan units incorporating the New York City Science Scope and Sequence.
- All classrooms are equipped with Harcourt Science Teacher Materials and Student Materials along with Harcourt Science Equipment Kits, and Science Trade book libraries.
- Students, Teachers, and Parents also have access to the Science e-textbook and activities on-line. Parent workshops are held to assist them in gaining access to the book via the Internet.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Monthly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The integration of technology, such as the use of the Internet, the use of the SMART Boards, and books on CD-ROMs, supports classroom instruction, and science development.
- The use of Science- based criteria charts, rubrics and writing exemplars' charts promote writing in the content area.

	<ul style="list-style-type: none"> <li>• The formation of science lab groups based on performance levels promotes cooperative learning, inquiry skills, and hands on science investigations.</li> <li>• The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.</li> <li>• The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.</li> <li>• The sharing of goals and curriculum with parents promotes parental involvement and science development.</li> <li>• Science lab stations are designed for students to experience science exploration.</li> <li>• Inquiry based units emphasize the following process skills: classifying, communication, comparing and contrasting, creating models, gathering and organizing data, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing and predicting</li> </ul> <p><b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten – Grade 5</li> </ul> <p><b>Responsible Staff Members</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Literacy and Math Coach</li> <li>• ESL Teacher</li> <li>• Academic Intervention Teachers</li> <li>• Classroom and Cluster Teachers</li> <li>• Related Service Providers</li> </ul> <p><b>Implementation Timelines:</b></p> <ul style="list-style-type: none"> <li>• September 2010-June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>• The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group science instruction in grade 4 in order to promote science development. Two groups have been targeted for this purpose- Enrichment (levels 3 and 4) and Tutorial (levels 1 and 2)</li> </ul>

	<ul style="list-style-type: none"> <li>• Response to Intervention teachers support flexible grouping and small group instruction during the science periods. Additional Intervention Programs have been purchased to support targeted Tier 2 students.</li> <li>• Funds will be allocated to purchase science library books for all classroom libraries and leveled non-fiction guided reading books. All classroom libraries have been refurbished and enhanced with new bookcases and carpets, colorful labels and an emphasis on non-fiction texts.</li> <li>• NYSTL funds will be used to upgrade the Technology equipment. A Technology grant purchased SMART Boards for each classroom to enhance Science instruction.</li> <li>• Instructional materials will be purchased to support test preparation in all components of the NYS Science Assessment.</li> <li>• Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance.</li> <li>• The implementation of our Science Harcourt Program now in grades K-5 will provide consistency in curriculum and assessment across grade levels.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• School-wide data systems in Science</li> <li>• Data Performance Binders</li> <li>• Agendas and data analysis forms</li> <li>• Differentiated Instruction Binders</li> <li>• Individual student conference binders</li> <li>• School-wide color-coded student work folder and notebook systems in Science</li> </ul> <p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>• Grade level daily schedules</li> <li>• Common planning scheduled time</li> <li>• Grade level pacing calendars in alignment with the NYS Science Standards and NYC Science Scope and Sequence</li> <li>• Grade meetings' agendas</li> <li>• Lesson plan books</li> <li>• Student's Science notebooks and work folders</li> </ul> <p><b>Development of Staff</b></p>

- Goal-setting meetings, mid-year evaluation of goals, end of the year final evaluation of goals' conference forms
- Informal and formal observation reports
- Individual coaching cycles logs
- Agendas of professional development sessions
- Cabinet, curriculum, and faculty conferences agendas

**Use of Resources**

- The Extended Day Program differentiated instruction planning sheets
- Lesson plan books
- Personal Intervention Plans for all students receiving AIS services
- Response to Intervention Meetings agendas and logs
- Instructional materials to support students in AIS Programs
- Individual educational plan for all students with special needs
- Science centers with science equipment and materials
- Computers, printers, and standard-based Science software in every classroom
- After-School Program's attendance and lesson plans
- Test preparation instructional materials
- Teacher's attendance binders, parent outreach logs, monthly letters to parents, monthly certificates and awards
- Monthly assemblies flyers and programs
- ESL teacher's lesson plans and resources
- Pupil Personnel Committee Meetings' agendas and logs of cases
- Safety Meetings agendas and logs

**Interval of Periodic Review**

- NYS Science Sampler Assessment September 2010
- NYS Science Sampler Assessment January 2011
- NYS Science Sampler Assessment June 2011

**Projected Gains**

- Grade 4 students will demonstrate a 1% decrease in the number of students performing at level 1 and 2 on the NYS Science Sampler Assessment administered September 2010.
- Grade 4 students will demonstrate an additional 1% decrease with a total decrease of 2% of students performing at level 1 and 2 on the NYS Science Sampler Assessment administered February 2011.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Grade 4 students will demonstrate an additional 1% decrease with a total decrease of 3% of the number of students performing at level 1 and 2 on the NYS Science Sampler Assessment administered June 2011.</li></ul> |
|--|---|

### **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	18	N/A	N/A	2	0	2	1
1	20	20	N/A	N/A	3	0	3	0
2	13	13	N/A	N/A	4	0	1	4
3	17	17	N/A	N/A	0	0	1	3
4	21	21	21	0	3	0	1	3
5	12	12	0	12	1	0	3	1
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>  <b>After School Program</b>  <b>3- 5</b>	<b>Our third –fifth grade students will receive additional support services (reading and mathematics) in small groups two times a week from 3:00 PM until 5:00 PM. Teachers received training in the use of specialized programs to meet students’ individualized needs.</b>  <b>After School</b>
<b>At Risk SETSS (Special Education Teacher Support Services)</b> <b>K-5</b> <b>Day Program</b>	<b>Children in grades K-5 who have been identified through the Pupil Personnel Committee receive additional at-risk support in reading from the SETSS teacher using both the Wilson Program and Soar to Success Reading Program</b> <b>During School</b>
<b>ELA Tutorial Program</b>  <b>K-5</b>  <b>Extended Day Program</b>	<b>Students in grades K-5 receive supplemental reading instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b> <b>Monday thru Wednesday</b>
<b>ELA Enrichment Program</b>  <b>3-5</b>  <b>Extended Day Program</b>	<b>Students in grades 3-5 receive reading and writing instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS ELA standardized test are targeted for this purpose.</b> <b>Monday thru Wednesday</b>
<b>Guided Reading Program</b>  <b>Grades 3-5</b>  <b>Day Program</b>	<b>Students in grades 3-5 receive supplemental reading instruction, in small groups, from Response to Intervention teachers. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b> <b>Day Program</b>
<b>ESL After School Program</b>  <b>At Risk ELL Students in grades 3 – 5</b>  <b>After School</b>	<b>At risk ELL students receive small group instruction from an ESL teacher three times a week for two hours. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.</b>  <b>After School</b>

<b>Mathematics:</b> <b>At Risk Students in Grades 3-5</b>  <b>Day Program</b>	Students in grades K-5 receive mathematics support from the classroom teacher based on Everyday Math Unit tests data. Extra support is given using manipulatives, mathematics games, hands on activities, and problem solving strategies.  <b>Day Program</b>
<b>At Risk Students in Grades 3-5</b>  <b>Day Program</b>	Students in grades 3-5 receive mathematics support from Response to Intervention providers prior to the mathematics test in a small group. Students are identified based on standardized test results, item skill analysis, City-Wide Periodic Assessments, and Everyday Math Unit Tests. Extra support is given using skill practice sheets, standard-based skills books, manipulatives, mathematics games, and hands on activities.  <b>Day Program</b>
<b>Math Tutorial Program</b>  <b>K-5</b>  <b>Extended Day Program</b>	Students in grades K-5 receive supplemental Math instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, Everyday Math Unit tests, predictive tests, and Developmental Reading Assessments.  <b>Monday thru Wednesday</b>
<b>Math Enrichment Program</b>  <b>3-5</b>  <b>Extended Day Program</b>	Students in grades 3-5 receive Math instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS Math standardized test are targeted for this purpose.  <b>Monday thru Wednesday</b>
<b>Science:</b>  <b>Grades K-5</b>  <b>Extended Day Program</b>	Science instruction is integrated with literacy instruction by using a variety of non-fiction texts. Students received additional hands on instruction focusing on the scientific method and exploration using science stations designed towards meeting the state requirements for proficiency in science. Particular attention will be given to students in grades 3 and 4 as they prepare for the performance part of the state science exam.  <b>Monday thru Wednesday</b>
<b>Social Studies:</b>  <b>Grades K-5</b>  <b>Extended Day Program</b>	Social Studies instruction is integrated with literacy instruction using a variety of non-fiction texts. Teachers used a variety of instructional materials targeted towards meeting the state requirements for proficiency in this content area. Particular attention is given to grade 4 and grade 5 students as they prepare for the fifth grade Social Studies State exam.  <b>Monday thru Wednesday</b>
<b>At-risk Services Provided by the Guidance Counselor:</b> <b>(Provided by a guidance counselor and SPINS counselor)</b> <b>Day Program</b>	All students are eligible for counseling services based upon needs, both long term and crisis intervention. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.  All attempts to facilitate the success of all students are made. Early intervention is crucial to further student achievement both academically and socially. At monthly grade meetings, students requiring

	<p>intervention are discussed and suggestions are made for remediation. If students require additional services, a teacher completes the appropriate documentation for the Pupil Personnel Committee. Then additional interventions and services are planned as needed.</p> <p><b>Day Program/Extended Day Program</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>None</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <p><b>Day Program</b></p>	<p>Students and parents requiring assistance from the school social worker are serviced during the day by the social worker assigned to the IEP Team. Social Worker supports students and families that have been referred by classroom teachers.</p> <p><b>Day Program</b></p>
<p><b>At-risk Health-related Services:</b></p> <p><b>Day Program</b></p>	<p>Students requiring the health and toileting assistance are serviced by health paraprofessionals as required on their Individualized Educational Plans.</p> <p><b>Day Program</b></p>

**NEW YORK CITY DEPARTMENT OF EDUCATION**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
K-8 LANGUAGE ALLOCATION POLICY**



**THE THEODORE SCHOENFELD SCHOOL  
Public School 110, District 9**

**PRINCIPAL**  
Daisy Perez

**Language Allocation Policy Team Composition**

**SUPERVISORS**

Daisy Perez, Principal  
Ellen Lott, Assistant Principal  
Vanessa Gary, Assistant Principal

**COACH**

Barbara Kotoski  
Jamie Block

**ESL TEACHER**

Drita Gjongecaj

**GUIDANCE COUNSELOR**

Cassilla Jones

**PARENT COORDINATOR**

Miriam Chevere

**PARENT MEMBER**

Robin Jackson

**RELATED SERVICE PROVIDER**

Sheila Corporan

## **Programs for ELLs**

In accordance with parental choice on the Home Language Identification Survey (HLIS), Parent Survey, and Program Selection instruction is conducted in English and Spanish.

At Public School 110, we are committed to ensuring that our parents are adequately informed about the bilingual programs that are offered and are available in our Region. Parent orientation meetings are held twice a year, in the fall and spring. After students have been registered in the fall and eligible students identified for ELL services, a parent orientation is scheduled to provide pertinent information about the programs offered in the New York City Public School System as well as specific programs offered in our school, State and City Standards, the core curriculum, and assessment. At this time, parents view a video that explains the various program choices. They are also provided with a Parent Survey and Program Choice application. With the assistance of the ESL teacher, these documents are completed. This same process is conducted again during spring registration. To further ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents.

If parental choice will change in favor of Transitional Bilingual Education and the required number to form such a class/es will be reached, the school administration will select and hire the highly qualified personnel needed according to NCLB requirements for staff working with English language learners. Such classes will be provided with all the professional development support needed as well as teaching supplies and materials to better meet the students' needs.

General education students identified as English Language Learners are placed in monolingual English speaking programs. These students receive the required periods of English as a Second Language from a certified ESL teacher. We utilize a Freestanding ESL program, push-in model. When necessary students work with the ESL teacher in a pull-out situation in addition to the push-in time.

To further support ELLs we also offer an after-school program to work with students on a more individualized basis. Starting February, ELL students who are at risk of failing classes will be mandated to attend after school small group tutoring.

All ELLs receive the required minutes per day of ESL instruction as mandated by the state.

## **Freestanding English as a Second Language Program (ESL)**

### **Program Model Description**

According to CR Part 154 Assurances, all ELLs in our school are provided equal access and opportunities to all school programs and services, and extracurricular activities offered by LEA commensurate (Assurances regarding services to limited English proficient students) with their age and grade level. [CR 154/Title III, Part A (1)]. As per our CR Part 154 narrative that regulates PS 110's ESL program to be consistent with Education Law 3204 and CR Part 117, we are diligently working on making certain that all ELLs attending our school are being given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency within three years and will exceed requirements as mandated by the State Education Department of New York State. English language learners, who are not served within a self-contained bilingual class at Public School 110, receive services through a Freestanding English as a Second Language program, Push-in model. These students receive ESL services from a certified teacher in Teaching English to Speakers of Other Languages.

To support the Push-In model, our ELLs have been grouped into one particular class on each grade in order to facilitate this model of instruction. The ESL and classroom teacher work cooperatively to help the students succeed. This strategy has proven effective since the ESL teacher is skilled at providing the necessary scaffolding and the support that ESL students require within the context of what the students are learning in class. The ESL teacher and classroom teachers meet to plan instruction and articulate on the needs of the students. We found the Push-In model to be more effective because it supports the successful integration of ELLs into the monolingual class, and strengthens alignment between ESL strategies and general course work. This approach makes it possible for the ESL and classroom teachers to better correlate instruction in order to support not only language acquisition, but learning in content areas as well. The push-in model also makes it possible to decrease travel time and increase class instructional time.

ESL and classroom teachers meet on a weekly basis to plan instruction and assess students' performance. We strive to develop our ELLs' Cognitive Academic Language Proficiency (CALP), and Basic Interpersonal Communication Skills (BICS). The ESL teacher provides instruction in vocabulary development, and making lessons comprehensible for ELL students.

In addition to these, the ESL teacher meets weekly with the Assistant Principal of Instruction, attends all grade level meetings in order to better understand the scope and sequence of different grade curriculums, and regularly meets with the guidance counselors to foresee and identify the social and emotional ramifications concerning ELL students' adaptation to the new school and culture.

Instruction is specifically designed to reflect the students' cultural background knowledge and experience.

A great deal of attention also focuses on motivating students, and creating a free anxiety-learning environment.

## Language Allocation Policy

Our Language Allocation Policy accommodates students at all levels of English language acquisition. They receive instruction in English in all content areas using ESL strategies and techniques that support ELLs, while addressing language skills, and adhering to the New York State ESL standards.

Students' English language proficiency levels are determined through the LAB-R when first entering the New York City Public School System and through the NYSESLAT, which is administered in the spring. Once assessed, students are identified as either beginner, intermediate, advanced or transitional. Students identified as beginner or intermediate receive 360 minutes of ESL instruction per week, which translates to eight periods of instruction or two units. Students identified as advanced or transitional receive 180 minutes of instruction per week, which translates to four periods of instruction (one unit).

Our ESL program insures that all instruction is built upon a model that scaffolds learning. The teacher provides support through modeling, questioning, feedback and the use of visual aids, graphic organizers, songs, chants and hands-on activities. Whenever possible, students have authentic experiences that link learning to real world application. The scaffold is then gradually removed as the students independently use the strategies they have learned and demonstrate increased understanding. Lessons are differentiated by providing multiple opportunities to acquire content subject matter to process ideas and to accommodate students' individual needs.

The teaching strategies being used are based on modified form of the Reader's/Writer's workshop and the techniques of Balanced Literacy. Additional teaching methods include both Content Based Construction and the Communicative Approach. When working in small groups, the ESL teacher works to develop oral language skills that the ELLs are often lacking. However, NYSESLAT and LAB-R data reveal that our ESL students perform better in listening and speaking, while they need improvement in both reading and writing. Based on these needs, the following are the implications for instruction.

- Expand content vocabulary
- Use of context clues and visuals
- Have purposeful read alouds on a daily basis
- Model comprehension strategies
- Use shared writing techniques and write alouds
- Practice correct sentence structures
- Utilize graphic organizers
- Expose students to finished products and exemplars as models
- Empower students with self-assessments

To support the needs of ELLs participating in the ESL program, students have access to a library that consists of a wide variety of genres and titles of interest. These books are sensitive to the cultural background and needs of our ELLs.

Each classroom is equipped with the necessary materials to support literacy, math and content area instruction. Bulletin boards display our students' work, especially writing pieces; writing folders contain various writing pieces that demonstrate writing process; and assessment binders contain documentation such as running records and conferencing notes.

Academic Intervention Services are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who receive transitional support. English Language Learners who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. Students are also provided with additional instructional time after school and on weekends.

Newcomers will be paired with a highly proficient ESL student as well as a mainstream student as a buddy. The ELL student buddy will help the newcomer adjust to the cultural aspects of the school and expectations within each class. The Mainstream buddy will act as a mentor and tutor to the newcomer.

We are also integrating technology as a tool for communication. Laptops are available as a tool for learning, as well as software programs that specifically focus on the English language learner. Teachers use computers to capture learner's attention, to make comprehensible the target language, and to lower the anxiety that English language learners experience while facing language barriers. \_

On-going Professional Development is an important part of teacher's efforts to implement our school Language Allocation Policy. The ESL teacher participates in meetings with the bilingual teachers to discuss best practices in ESL methodology. Teacher is in constant communication with the monolingual teachers she works with to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them, is an ongoing process in our school. The ESL teacher also participates in regional workshops and other professional development activities that support ELLs.

Certification Page

**THE THEODORE SCHOENFELD SCHOOL**  
**Public School 110**

580 CROTONA PARK SOUTH BRONX, N.Y. 10456  
Voice 718-861-0759 FAX 718-861-2750

Daisy Perez, PRINCIPAL

ELLEN J. LOTT, ASSISTANT PRINCIPAL VANESSA GARY, ASSISTANT PRINCIPAL

**Language Allocation Policy**  
**2010 - 2011**

<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
Daisy Perez <b>Principal</b>		

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

*NCLB/SED requirement for all schools*

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

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

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

- X 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) **K- Grade 5**      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

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

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

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

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

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

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PS 110 will provide additional direct instructional services for English language learners using Title III Funds. An after – school tutorial program (pending funding) will begin on Thursdays and Fridays from January 2011 to May 2011, to serve third grade ELL students. ELL students with special needs will participate in this program. Planning and articulation time will encompass 54 hours. Different assessment data were analyzed to determine that this target group needs extra support. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between High Beginning and Low Intermediate, while their reading level is far below their grade level. A certified ESL teacher will provide instruction for these students. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success.

The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. Authentic experiences will promote the connection to the real world as they increase their English language proficiency.

To support English language acquisition, we will use among others the “On Our Way to English” Program from Rigby, which uses a thematic approach to teaching English and provides students with a language and meaningful experience that focuses on vocabulary development. Furthermore, a document camera with a LCD projector will be used to allow students to interact with text projected on a large screen.

The After School Program will be conducted two times a week (Thursdays and Fridays) for three hours. Formal and informal assessments will be constantly used to reassess students’ growth with the purpose of determining further instructional goals to better meet their needs.

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

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On-going Professional Development is an important part of teacher’s efforts to better serve our ELL students at PS 110. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The ESL teacher articulates with the bilingual teacher and the classroom teachers who have English language learners in their classes to discuss best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning; Differentiated Instruction for students at different English proficiency levels; and Quality Teaching for English Language Learners’ strategies.

The following workshops will be provided for the mainstream teachers who have ELLs in their classes as well as the bilingual teacher; each workshop for 2 hours:

- Scaffolding Techniques for English Language Learners
- Integration of Language and Content Using Examples from Science
- Learning Language Through the Arts
- The ESL teacher will be part of a study group to explore best practices for ELLs. All teachers teaching ELLs are invited to participate. It will take place once a month for three months starting February 2011 to April 2011; two hours each session.

Ms. Drita Gjongecaj, our certified ESL Teacher, will be conducting the professional development sessions. She will be paid using Title III funds.

**Section III. Title III Budget**

School:                   110                                     BEDS Code:                   09X110                  

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8381.52   \$848.13   \$299.24   \$299.34	<b>After School Tutorial Program</b> <ul style="list-style-type: none"> <li>○ 168 hours of per session for ESL teacher to support ELL Students in a tutorial program: 168 hours x \$49.89 (current teacher per session rate with fringe) = \$8381.52</li> </ul> <b>Family ESL Classes</b> 17 hours of per session for ESL teacher to provide ESL classes for parents: 30 hours x \$49.89 (current teacher per session rate with fringe) = \$848.13 <b>Professional Development</b> <ul style="list-style-type: none"> <li>○ 6 hours of per session for ESL teacher to support ELL Students in a tutorial program: 6 hours x \$49.89 (current teacher per session rate with fringe) = \$299.34</li> </ul> <b>Study group: 1 ESL teacher X 6 hours X \$49.89 = \$299.24</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	\$4,523.10	<b>Language First! Program K-5</b> <b>Complete Nine Theme Starter Kit    1,222.00</b> <b>Step Up to Writing (K-3)                325.95</b>

materials. Must be clearly listed.		<b>Step Up to Writing (3-6)</b> <b>325.95</b> <b>Preparing for Excellence ELA Gr. 3</b> <b>12 books x 8.95</b> <b>107.40</b> <b>Reading Comprehension</b> <b>Level B 10 book set</b> <b>149.95</b> <b>Reading Comprehension</b> <b>Level C 10 book set</b> <b>149.95</b> <b>Leveled Collections</b> <b>841.90</b> <b>Document Camera &amp; LCD Projector</b> <b>1,400.00</b>
<b>Other: Parental Involvement</b>	\$635.00	<b>Book for Parent Class</b> <b>"Side By Side"</b> <b>20 Copies x\$18.75</b> <b>\$375.00</b> <b>"Side By Side" Activity Workbook</b> <b>20 Copies x\$13.00</b> <b><u>\$260.00</u></b> <b>\$635.</b>
	\$13.77	<b>Pens, Pencils, Folders</b>
<b>TOTAL</b>	\$15,000	

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

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

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

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

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

At PS 110, 99% of our students whose families speak a language other than English speak Spanish. Our source for this data comes from the Annual School Report Card, which reports that 20% are current or former English Language Learners and less than 1% speak a language other than Spanish. Additionally, as students are registered on site, our ESL teacher is on hand to meet and greet all students and their families in order to ensure that all students eligible for bilingual/ESL programs are identified, assessed and oriented to proper placement in appropriate programs. It is during this period that we are able to identify students whose families may be in need of translation and interpretation services. Our ELL population currently consists of only 9.6% of our school population, yet we provide parents of our former ELLs with translations and interpretation services. Finally, students whose families are in need of translation and interpretation are also identified with the support of our Parent Coordinator and members of our Parents' Association act as liaisons between the home and school. They are an additional resource to help us identify the needs of the families in our school. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. In addition, the Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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

At this time 99% of our families needing translation services are Spanish speaking with the exception of four or five families needing translation and interpretation in their native language, which is of African origin. These findings were reported to the school community at School Leadership Team meetings, at Parents' Association meetings, and at faculty conferences.

## Part B: Strategies and Activities

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

At PS 110, we will provide written translation services in Spanish. Several members of the staff are able to assist with this effort including our Parent Coordinator and bilingual teachers as well as members of the Parents' Association. When written communications need translation, they will be given to the Parent Coordinator for translation. When the Parent Coordinator is unavailable, a member of the bilingual staff will translate documents. When necessary, we will call upon parent volunteers when staff is not available. For families needing translation other than Spanish, we will connect them with other families in the school that speak the same language to translate communications. The school principal is fully bilingual and supports our written translations as well. In addition, translation devices available on line are used to support the translation of all necessary documents.

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.

Similar to written communications that need translation, we will provide interpretation services for Spanish speaking families. A large number of staff members are available to provide this service, including our Parent Coordinator, a family worker, our school nurse, bilingual teachers, bilingual paraprofessionals, and school aides. All oral interpretation will be provided by our school staff whenever possible. Staff members will be tapped upon to provide this service depending on the nature of the matter. When interpretation is needed for a language other than Spanish parent volunteers who speak that same language and English will support us. This will be especially important for the few families that need oral interpretation in a language other than Spanish. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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>.

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by members of the staff and by parent volunteers when staff members are unavailable. Additionally, interpretation services will be provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Written translation

and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language.

- Translations of critical communications are provided in a timely manner in the following areas:
  - Registration (admission, discharge, transfer)
  - Standards and performance
  - Conduct and discipline
  - Safety and health
  - Academic notices
  - Parent notices
  - Parent Handbook

To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services. Additionally, translated versions of “Family Guide” and “Parent Bill of Rights” are available in the main lobby and through the Parent Coordinator.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	458,284.00	0	458,284.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4584.00	0	0
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22914.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	4582.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: \_\_\_\_100%\_\_\_\_
6. If the percentage of high quality teachers during 2010-2011 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.
- Teacher’s beginning of the year Professional Development goal-setting conferences
  - Mid-Year goal –setting conferences and reflections
  - End – Year reflections
  - Teachers will be assigned to their area of certification consistent with State regulations
  - The administration will attend and participate in all job fairs, as early as possible to screen highly qualified candidates
  - All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of curriculum, teaching methodology, classroom management, and urban environments.
  - All new teachers will be given a “buddy” teacher for support beginning the first week of September
  - All new teachers will participate of an intensive Mentoring Program.
  - All new teachers will be given differentiated professional development based on professional development needs assessment and curriculum
  - All new teachers will join their respective grade cohorts for planning sessions

- All new teachers will be assured of ongoing administrative support including demonstration lessons from administrative staff and coaches.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing effective pedagogy
- Coaches will use LAB sites for teachers to view model lessons in literacy, mathematics, and content areas
- Teachers who are not highly qualified will be provided with options/methods to become highly qualified through conversion programs and utilizing Title I funds
- Assisting uncertified teachers in gaining certification through one-on-one counseling sessions and informing them about teacher certification programs
- Informing new teachers, in cooperation with the NYCDOE, about the Housing Support Program, which recruits experienced candidates in shortage areas with a housing support incentive of \$15,000. These teachers must teach in a high needs school.
- Assisting in informing applicants of Teachers of Tomorrow grants available to teachers in high needs schools, in collaboration with NYCDOE and SED.
- Continue to use both traditional and innovative recruitment methods to recruit shortage area teachers, like:
  - a. NYC Teaching Fellows
  - b. "Join New York's Brightest: Teach NYC," STEP (Summer Teaching Experience Program)
  - c. Teach for America

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## 2010-2011 School Parent Involvement Plan

Co-President: Noemi Gines  
Co-President: Aisha Daughter of Essie  
Treasurer: Ana Mera  
Secretary: Juana Perez  
Title1: Ana Rivera

### PTA Meetings

Join us at our monthly PTA Meetings to get information and school updates.

Wednesday, October 27, 2010  
Wednesday, November 24, 2010  
Wednesday, December 22, 2010  
Wednesday, January 26, 2011  
Wednesday, February 16, 2011  
Wednesday, March 23, 2011

Wednesday, April 27, 2011

Wednesday, May 25, 2011

Wednesday, June 15, 2011

**School wide policy statement addressing the school's Parent Involvement Policy and Goals:**

Parents are the first educators of their children and an indispensable partner with the school in meeting its goals for the academic, social, and emotional well being of the children. PS 110 supports parental involvement by encouraging parent participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Open Houses, Workshops, and Parent Conferences. Our full time Parent Coordinator also supports parent involvement in our school community.

**How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate**

Parent Association Meetings, Workshops, School Leadership meetings, Curriculum Night, and Parent Conferences take place both in the afternoon and evening for our working parents. Telephone conferences are also available for parent and teacher conferences. It is the policy of the school that any parent can receive an appointment in a timely fashion with any member of the school community.

**Our mechanisms and procedures for informing parents in a timely fashion about meetings, workshops, and other opportunities available to parents in the school**

The administration with the support of the parent coordinator distributes to every child all bulletins and notices from the Chancellor and school in both English and Spanish. Monthly calendars and newsletters are also distributed in both languages. A Parent Handbook is also disseminated to parents in September. Additionally, large posters are posted outside and around the school building to remind parents of upcoming events. Furthermore, a parent display case highlights important school events and the monthly parent calendar.

**How parents are involved in a decision-making capacity including how parents are involved in the school leadership team and how are they selected**

Parents were asked to complete a needs assessment at the end of the school year. One of the items asked for parents who are interested in joining the PTA and/or The School Leadership Team. PTA Executive Board and the School Leadership Team members meet monthly. Parents are given a ten- day notice before an election takes place at a general meeting. Parents are given the opportunity to address the association. A ballot election is held and the parents with the most votes are elected to the team. In addition, the President is a mandatory member of the School Leadership Team. Furthermore, the principal as well as the members of the team share any concerns and suggestions to the team for the

purpose of school improvement and decision- making. The School Leadership Team reviews the School Report Card, Academic Programs Offered at the school, Review student academic progress and works on continuous updating of the PS 110 Comprehensive Education Plan (CEP).

### **How will we assess the efficacy of our involvement plan?**

Our Parent Involvement Plan will be assessed by continuous parent attendance monitoring at all school functions, parent surveys, and parent verbal feedback. The principal also addresses parents at the monthly PTA meetings and at The School Leadership Meetings in a principal's report.

#### **1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-2009 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

The Parent Involvement Policy will be reviewed and disseminated at the Parent Meeting held on October 27, 2010.

**The Theodore Schoenfeld School**  
**Public School 110**  
**580 Crotona Park South**  
**Bronx, NY 10456**  
**Phone: 718-861-0759**  
**Fax: 718-861-2750**

**Daisy Perez, Principal**

**Ellen Lott, Assistant Principal**  
**Vanessa Gary, Assistant Principal**

**School Year 2010-2011**  
**P.S. 110's Parent Compact**

**P.S. 110's Responsibilities:**

To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.

To offer a flexible number of meetings at various times, and if funds are available, to provide childcare for parents who attend school meetings and/or workshops (e.g. School Leadership Team meetings, Family Curriculum Nights, or workshops).

To provide parents with timely information about school programs and polices:

- a. Curriculum Night
- b. Open School Nights (November and March)
- c. School Newsletter/Monthly Calendar
- d. Parent Coordinator
- e. Grade Level Award Assemblies
- f. Parent Workshops
- g. Classroom Visits

To encourage and actively involve parents in planning, reviewing and improving:

- a. Title 1 Programs
- b. School Parent Compact
- c. School Parental Involvement Policy
- d. School Comprehensive Educational Plan

To recruit, support and involve parents in school wide planning and decision making process (e.g. School Leadership Team, Title 1 Committee)

To provide a nurturing environment and promote high quality curriculum and instruction

To create a school climate in which parents and staff can communicate easily through:

- a. Parent-Teacher Conferences
- b. Curriculum Night
- c. Parent Coordinator
- d. Open School Afternoons and Evenings
- e. Periodic reports to parents on their children's progress
- f. Reasonable access to staff/Appointment can be made through the general office for individual parent conferences or phone conferences. Teachers are available during their preparation periods to meet with parents.
- g. Varied opportunities to volunteer and participate in school programs, advisory and decision making committees
- h. Scheduled observation of classroom activities

To ask parents and/or staff volunteers to act as translators during school parent meetings

To provide ongoing learning opportunities for parents and families

- a. ESL Workshops
- b. Learning Leaders Workshops
- c. Parent Curriculum Meeting
- d. Family Literacy and Mathematics Workshops
- e. Field Trips

To provide ongoing communication with parents that encourages and supports parent participation in issues related to their child's education

- a. School Newsletters
- b. Parent Bulletin Board
- c. Parent Workshop flyers and bulletin
- d. Curriculum Meeting
- e. Quality Review

To provide performance profiles and individual student assessment results for each child as well as other pertinent individual and school district education information

## **Parent/Guardian Responsibilities:**

To become involved in developing, implementing, evaluating, and revising the school/parent involvement policy

To share the responsibility for his/her child's improved academic performance

To make literacy development a family focus

- a. Encourage your child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, journals)
- b. Read at home with each child as a part of the daily routine. Encourage and supervise the content, quality, and amount of reading accomplished
- c. Utilize local public libraries to expand and enhance your child's literacy experiences(e.g. library card, storytelling)
- d. Make sure that your child reads his/her independent leveled book every night and completes a reading response.

To make math development a family focus

- a. Increase family awareness of the mathematics instructional program (review math homework, participate in family math workshops)
- b. Encourage your child to use math at home and in daily living to create real math experiences (playing math games, creating budgets, comparative shopping, review of basic math facts, multiplication facts, creating math word problems, explaining math answers in writing)
- c. Make sure that your child is completing his/her Math homework every night.
- d. Encourage real-life problem-solving skills in Mathematics.
- e. Support your child's mental math skills in addition, subtraction, multiplication, and division

To regularly review your child's schoolwork at home

- a. Review daily homework
- b. Review vacation packets
- c. Sign all homework assigned
- d. Review students notebooks and projects

To be aware of and monitor your child's daily school attendance and punctuality

To supervise and monitor your child's

- a. Television watching
- b. Video game playing
- c. Internet use

d. Telephone use

To actively participate in curriculum and informational parent meeting as well as parent-teacher conferences at PS 110

To become familiar with school, district, city, and state assessments (e.g. DRA, ELA, Predictive Assessments, Instructional Targeted Assessments (ITA), Math, Social Studies, Science) and plan to prepare your child for test experiences

To complete surveys and provide feedback so that Title 1 Parent Involvement activities meet the needs, concerns and interests of parents

To become familiar with and support the school uniform policy, discipline code, and safety plan procedures

To communicate with your child's teacher and other school personnel pertinent information about your child's educational needs and health condition

To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting your child's educational progress

To participate, when possible, on advisory or decision making committees within the school and/or district

## 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.
  - a. School Staff
    - i. All school staff completed a comprehensive needs assessment
    - ii. Each member of The School Leadership Team reported back to their respective constituencies the results of the school wide needs assessment
    - iii. A memorandum was sent to all staff members detailing student/school data
    - iv. The school Progress Report and Quality Review Report was distributed and discussed with all staff members
    - v. A faculty conference was held at which time all data and needs assessment results were presented and discussed
  - b. Parents
    - i. Parents participated in completing a parent needs assessment
    - ii. A letter and school Progress Report was distributed to all parents
    - iii. Results of the needs assessments (both staff and parent) were discussed with the PTA Executive Board
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. (Refer to pages 13-43)
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

\*\*\*See pages 43-45 for Academic Intervention Chart

3. Instruction by highly qualified staff.

- All pedagogues will be certified
  - All new teachers hired will be certified
  - Attendance at hiring fairs to obtain highly qualified teachers from other schools
  - Teachers not certified will obtain the necessary requirements to obtain their certification
- All entitled teachers will receive mentoring services
- Individual teachers' strengths and weaknesses will be identified (by goal setting and monitoring conferences, formal and informal observations, and Learning Walks)
  - Those in need will receive professional development on an individualized or cohort basis
  - Those demonstrating strong pedagogy will be
    - Asked to become a Lab site for the grade
    - Encouraged to participate in collegial sharing opportunities
- a. The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the core curricula
- b. Supervisors will continually monitor, assess, and modify the instructional and professional development program through:
  - i. Informal and Formal Observations
  - ii. Learning Walks
  - iii. Professional Development Feedback Forms
  - iv. Needs Assessment
  - v. Grade Meetings
  - vi. Goal Setting Conferences, Mid Year Reviews and End Year Reflection Meetings with Staff

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

- a. All pedagogues, both new and experienced, will receive professional development as needed on an on going basis.
- b. Mentors will continue to support new teachers to provide support in instruction and classroom management
- c. Newly hired teachers will receive attention from the Instructional Support/Behavior Management Coordinator on an individualized and small group (based on needs) basis.
- d. All newly assigned teachers will be "buddied" with an experienced colleague on his or her grade.
- e. Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing good pedagogy.
- f. Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

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

- a. The administration will attend and participate in job fairs

- b. All applicants will be interviewed to ascertain desire, capability, and philosophy of educational principles as well as their understanding of urban environments
  - c. All applicants will be given a pamphlet describing our school
  - d. All applicants will be given a tour of the building
  - e. All new teachers will be given a “buddy” teacher for support
  - f. All new teachers will be given differentiated professional development
  - g. All new teachers will join their respective grade cohorts for planning sessions
  - h. All new teachers will be assured on ongoing administrative support including demonstration lessons from administrative staff and coaches.
  - i. All new teachers will receive a staff manual to familiarize themselves with school policy
  - j. All new teachers will receive their grade appropriate curriculum materials and state standards
6. Strategies to increase parental involvement through means such as family literacy services.
- a. Parent coordinator will conduct workshops for parents on literacy services available in the school and community
  - b. Parents will be encouraged to volunteer in our classrooms and library
  - c. Parents will be encouraged to participate in technology workshops
  - d. Parents will be invited to literacy celebrations and performances throughout the year
  - e. Parents will be invited to monthly award celebrations
  - f. Parents will be invited to Mother’s Day and Father’s day programs
  - g. Parents will be invited to curriculum evening and open school events
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.
- a. An early spring orientation for parents and incoming kindergarten students (those not attending our school’s Pre-K program) helps in the transition from home to school.
  - b. Neighborhood Pre-K programs (including parents) will be invited to visit our school and attend an assembly program presented by out kindergarten and first graders.
  - c. Our Pre-K students have already been acclimated to the school and will have a successful transition into the elementary program
  - d. A pamphlet for parents explaining the expectations for the kindergarten program is distributed to all parents
  - e. A list of suggested books “to be read to your child” is distributed to the parents of all incoming kindergarten students in our continuing effort to increase literacy.
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.
- a. Use of reading tracking sheets to monitor progress on Rigby Benchmarks, and/or DRA.
  - b. Use of Student Management Assessment System (SAMS) to monitor progress in literacy and mathematics.

- c. Use of running records and conference notes.
  - d. Use of writing baselines, midlines, and endlines along with teacher reflections.
  - e. Use of school wide folder system in reading, writing, mathematics, science, and social studies.
  - f. Use of a school wide notebook system for all subject areas.
  - g. Use of differentiated instruction planning sheets to monitor achievement of students.
  - h. Use of mathematics checklists as well as baseline, midline, and endline assessments.
  - i. Use of mathematics unit assessments and Everyday Mathematics Games.
  - j. Teachers are involved in the collection, evaluation, and planning next steps for individual students as a result of both formal and informal assessments in all subject areas.
  - k. Teachers will engage in conversation around looking at student work at grade level meetings following protocols for looking at student work
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.
- a. Teachers, Coaches, and Supervisors meet weekly at grade conferences to look at the ongoing data in literacy and mathematics. Items used include:
    - i. Rigby PM Benchmarks
    - ii. DRA
    - iii. Running Records
    - iv. Writing Samples along with teacher reflections (Baselines, Midlines, and Endlines)
    - v. Student portfolios, folders, notebooks, and conference notes
    - vi. Mathematics unit assessments, conference notes, games
    - vii. City-Wide Periodic Assessments (Predictive Tests and Itemized Targeted Assessments)
    - viii. New York State Standardized Assessments in ELA and Mathematics
  - b. Teachers, Coaches, and Supervisors use SAMS Reports to monitor progress and to assist in monitoring students that require intervention services
  - c. Final June data is collated and sorted for next years teacher before school begins in order for interventions to begin when school opens in September
  - d. Portfolios are sorted in June and given to the new teacher
  - e. Academic Intervention Teachers will pass on their prior year's Personal Intervention Plans to the new teacher

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.
- a. Our Parent Coordinator in conjunction with school staff and CBO's will coordinate parent workshops on topics that include:
    - i. Violence Protection
    - ii. Nutrition
    - iii. Technology Training
    - iv. GED Courses
    - v. ESL Classes
    - vi. Educational IssuesWorkshops are coordinated by our full time parent coordinator. She disseminates flyers, a monthly calendar, and posts notices to inform parents about the workshops available. The parent coordinator receives assistance from the administration and coaches in gathering relevant materials and speakers for each workshop.
  - b. Our parent room provides parents with a place to go if they require assistance from the parent coordinator or information about a community based organization
  - c. Our Pre-K Early Reading First Grant includes the services of a Family Worker to assist parents and to encourage them to participate in school activities such as:
    - i. Trips
    - ii. Monthly parent meetings on the following topics:
      - Reading with children
      - Social/Emotional Issues
      - Health Issues
      - Family Activities
      - Nutrition
      - Discipline

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			554,422.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45
Title I, Part A (ARRA)	Federal	✓			193,006.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45
Title II, Part A	Federal	✓			24,493.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45
Title III, Part A	Federal	✓			8,658.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45
Title IV	Federal						
IDEA	Federal	✓			142,602.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45
Tax Levy	Local	✓			2,429,003.00	✓	Action Plan Pages 14-40 Intervention Pages 42-45

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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.

Action Plan Pages 14-40 and Academic Intervention Services Pages 43-45

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

Action Plan Pages 14-40 and Academic Intervention Services Pages 43-45

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Action Plan Pages 14-40 and Academic Intervention Services Pages 43-45

4. Coordinate with and support the regular educational program;

Action Plan Pages 14-40 and Academic Intervention Services Pages 43-45

5. Provide instruction by highly qualified teachers;

Pages 70-73

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

Pages 14 - 40

Pages 65 - 73

7. Provide strategies to increase parental involvement; and Coordinate and integrate Federal, State and local services and programs.

Pages 14-40

Pages 42-45

Pages 65-73



**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

As of October 27, 2010: 15

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

At PS 110 we provide assistance to our students and families in temporary housing in the following ways:

- After school programs will be available for students in grades K-grade 5
- Guidance Services are available for students
- Parent Coordinator works with students and parents in temporary housing
- School Social Worker also assists students and families in temporary housing
- Parent workshops are available that address both academic and social issues

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 110 Theodore Schoenfeld					
<b>District:</b>	9	<b>DBN:</b>	09X110	<b>School</b>		320900010110

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	34	35	36		91.8	92.9	93.3
Kindergarten	34	54	64				
Grade 1	60	65	75	<b>Student Stability - % of Enrollment:</b>			
Grade 2	60	60	66	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	49	65	75		92.7	88.8	89.3
Grade 4	68	66	68				
Grade 5	61	61	65	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		90.4	93.6	100.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	23	21
Grade 12	0	0	0				
Ungraded	13	18	3	<b>Recent Immigrants - Total Number:</b>			
Total	379	424	452	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	50	49	44	Principal Suspensions	1	6	2
# in Collaborative Team Teaching (CTT) Classes	15	18	25	Superintendent Suspensions	3	4	1
Number all others	29	28	38				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	15	5	TBD	Number of Teachers	47	42	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	10
# receiving ESL services only	33	28	TBD				
# ELLs with IEPs	7	35	TBD	Number of Educational Paraprofessionals	6	6	14

*These students are included in the General and Special Education enrollment information above.*

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	100.0	100.0
				% more than 2 years teaching in this school	70.2	76.2	76.9
				% more than 5 years teaching anywhere	83.0	78.6	84.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	95.0	89.7
American Indian or Alaska Native	0.3	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	98.5	100.0
Black or African American	45.6	48.6	51.1				
Hispanic or Latino	53.0	50.2	47.8				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.4				
White	0.5	0.0	0.4				
<b>Male</b>	52.2	50.7	48.2				
<b>Female</b>	47.8	49.3	51.8				

#### 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

<b>SURR School (Yes/No)</b>		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:

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	52.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN109</b>	District <b>09</b>	School Number <b>110</b>	School Name <b>Theodore Schoenfeld</b>
Principal <b>Daisy Perez</b>		Assistant Principal <b>Ellen Lott</b>	
Coach <b>Barbara Kotoski</b>		Coach <b>Jamie Block</b>	
Teacher/Subject Area <b>Debbie Plunkett</b>		Guidance Counselor <b>Casilla Jones</b>	
Teacher/Subject Area <b>Annette Johnson-Williams</b>		Parent <b>Aisha Daughter of Essie</b>	
Teacher/Subject Area		Parent Coordinator <b>Miriam Chevere</b>	
Related Service Provider <b>Sheila Corporan</b>		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>453</b>	Total Number of ELLs	<b>41</b>	ELLs as Share of Total Student Population (%)	<b>9.05%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). An informal oral interview is conducted in English, Spanish or native language when necessary. If the HLIS indicates that a child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). Spanish speakers who do not pass the LAB-R in English will be administered the Spanish LAB. This assessment is given only one time, upon entry into the New York State Public School System, and within 10 days of admission. Ms. Gjongecaj, ESL Certified Teacher, will conduct the initial screening, administer the HLIS and LAB-R if necessary. The Spanish LAB will be administered by Ms. Santos and/or Ms. Tifa. Both are certified teachers with bilingual extensions. Performance on this test determines the child's entitlement to English language development support services. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners.

2. Parents of students new to the system are adequately informed about the ELL programs offered and/or available in our District and citywide. At this time, parents view a video in their native language that explains the various program choices. Parents who do not attend the orientation meeting receive phone calls and are invited to the school to view the parent orientation video by appointment. The same process is conducted again during spring registration. To further ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents.

3. Parents are also provided with a Parent Survey and Program Selection Form. With the assistance of the ESL teacher and the Parent Coordinator, these documents are completed. Parents are sent notification letters as per their child's entitlement/non-entitlement to continuation of services based on the LAB-R or NYSESLAT scores. Returned forms are filed in the school's English Language Learner Binder, which is stored in the ESL room 229. Copies of Parent Surveys and Program Selection Forms are also stored in the student's cumulative file located in their classroom.

4. Based on our population needs as well as parental choice, we offer Freestanding ESL to our English language learners. Currently, we do not have enough ELLs on any grade level to sustain a self-contained ESL class. Additionally, we do not have enough ELLs who speak the same language at any two consecutive grades to establish bilingual classes.

5. & 6. After reviewing the Parent Survey and Program selection forms for the past few years, we noticed that the trend in program choices that parents have requested has shifted in favor to the Freestanding ESL program. There are only a few parents whose children are identified as students with special needs who have selected the Transitional Bilingual program. If parental choice will change in favor of Transitional Bilingual Education and the required number to form such a class/classes will be reached, the school administration will select and hire the highly qualified personnel needed according to NCLB requirements for staff working with English language learners.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	8	0	0	0	0	0								8
<b>Push-In</b>	0	8	8	8	8	1								33
<b>Total</b>	8	8	8	8	8	1	0	0	0	0	0	0	0	41

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	41	<b>Newcomers (ELLs receiving service 0-3 years)</b>	31	<b>Special Education</b>	19
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	6	<b>Long-Term (completed 6 years)</b>	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	31	1	10	6	0	5	4	0	4	41
<b>Total</b>	31	1	10	6	0	5	4	0	4	41

Number of ELLs in a TBE program who are in alternate placement: 1

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	7	6	4	7	2								34
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	2	1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											2
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>41</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a Second Language from a certified ESL teacher. We utilize a Freestanding ESL program, push-in model. When necessary, students work with the ESL teacher in a pull-out situation as an alternate model. Students are placed as per their grade and age appropriate level. Their English proficiency level varies between beginners to advanced, therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs.

2. All ELLs receive the required minutes per day of ESL instruction as mandated by the state. Beginner and Intermediate students have two units of ESL (360 minutes per week) and one unit (180 minutes) ELA. Students at the advanced level of English proficiency receive one unit (180 minutes) of ESL and one unit (180 minutes) of ELA instruction.

3. All teachers strive to help ELLs achieve in learning the English language and the academic material specified in our content area learning

standards. Every teacher who teaches subject matter to ESL students is not only a teacher of the content area, but a teacher of English as a Second Language as well. Content areas such as social studies and science are integrated throughout the school day, especially in literacy. The ESL teacher supports the classroom teacher in a push-in model scaffolding the lesson for ELLs. She provides support through modeling, questioning, paraphrasing, feedback, use of visual aids, graphic organizers, and hands-on activities. Whenever possible, students have authentic experiences that link learning to real world application. The scaffold is then gradually removed as the students independently use the strategies they have learned and demonstrate increased comprehension. Lessons are differentiated by providing multiple opportunities to acquire content subject matter, to process ideas, and to accommodate students' individual needs. Teachers make sure to explicitly link concepts to students' background experience and emphasize key vocabulary.

4. a) One of our students is identified as SIFE. All teachers who work with this student make sure to build a supportive environment that responds to the immediate social, cultural, and linguistic needs. We work on activating her prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, wordsplash relationships, KWL charts, and anticipation guides. A print rich environment, appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation.

b.) Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency levels as well as different learning styles. Newcomers are paired with a highly proficient ESL student as a buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. This student acts as a mentor and tutor to the newcomer.

c./d.) Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during extended day and after school.

e.) Students identified as having special needs are served as per their Individualized Education Plan (IEP). Strategies used for instruction are selected considering different learning styles. Progress is also informally monitored over time and adjustments are made as per their new academic development stage.

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

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

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

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

#### Native Language Arts and Native Language Support

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



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

## B. Programming and Scheduling Information--Continued

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

5. Using data to improve instruction, our students are also provided with additional instructional time after school. In order to better help them meet their needs, the after school program is conducted two times a week for two hours. It is available for the period October 2010 - May 2011. A certified ESL teacher will provide instruction for these students in English. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, listen, talk, and write with the purpose of enhancing their academic language needed for success. Informal assessments will be used to assess students' growth, and to determine further instructional goals.

A targeted Extended Day Program consists of 50 minutes per day, three days a week. Academic Intervention Services are provided for newcomers, long-term ELLs, ELLs with special needs, and ELLs who exhibit inadequate growth on reading assessments etc. Such a support is given either individually or in a small flexible groups that change according to need and progress. All the above mentioned programs focus on specific standards and benchmark assessment data.

6. Transitional support will continue for ELL students who have reached proficiency (2 years) on the NYSESLAT by continuing to offer both

extended day and after school programs to increase their instructional time. Small groups will be formed for these students to support their reading, writing, mathematics, and content area development.

7. To support English language acquisition for newcomers in lower grades, we will use among others, the "On Our Way to English" Program from Rigb. This program uses a thematic approach to teaching English and provides students with a language and meaningful experience that focuses on vocabulary development. "Step Up to Writing" is another teaching guide we use to improve students' writing skills.

Furthermore, a document camera with a LCD projector will be used to allow students to interact with text projected on a large screen.

8. All ELL services will continue for the 2010-2011 school year.

9. All ELL students are afforded equal access to all school programs. At PS 110 all students in grades 3-5 participate in the Extended Day Program. Furthermore, all ELL students are automatically invited to attend the After School Programs that are being offered. ELL students are also encouraged to participate in after school music and band programs.

10. Instructional materials and technology are used to support the ELL Program. SMART Boards have been installed in all grades 2 thru 5 classrooms. Document Cameras are also used to support ESL and small group instruction. "New York Ready" has been purchased as a supplement for the after school program. Orbit Shared Reading non-fiction posters and graphic organizers are used to support English Language Learners with content area material.

11. Native language support, when necessary, is provided by bilingual teachers and/or paraprofessionals.

12. All required services and supports are grade and age level appropriate.

13. Newly enrolled ELL students are invited to visit the school before the beginning of the school year to assist in the transition process.

14. PS 110 does not offer language electives at the elementary level.

### 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)?

### 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. On-going Professional Development is an important part of the teachers, assistant principals, school secretaries, and parent coordinator's efforts to implement our school Language Allocation Policy. The ESL teacher is in constant communication with the monolingual teachers and staff to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them, is an ongoing process in our school. Teachers, Assistant Principals, school secretaries, and the parent coordinator are involved in Professional Development activities in professional planning periods, grade team level meetings, and faculty meetings a minimum of two hours a week.

2. Support is given to staff to assist ELLs as they transition from elementary to middle school by having workshops geared towards preparing students and their parents for the middle school choice options. We will continue to monitor their progress as they enter middle schools.

3. The ESL teacher also participates in Network and city-wide workshops and other professional development activities that support ELLs. She will continue to facilitate workshops for the teachers who have ELLs in their classes on Quality Teaching for English Learners (QTEL) and other practices in ESL methodology. As a result of these professional activities, all teachers, assistant principals, school secretaries, and parent coordinators will meet the required 7.5 hours of ELL training over the course of the school year. The ELL teacher/coordinator maintains files of attendance and agendas for these various meetings.

### 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?

We value parent involvement in their children's education as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:

- Great Expectations for All - workshop

Parents will receive information about learning standards as foundations of what students should know and be able to do in each grade and subject, and learn ways that they can support learning as a family

- Develop a Family Literacy program for parents – Once a week Parents will learn English and some basic computer skills

We also provide our ELLs and former ELLs with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Family Literacy and Mathematics Workshops, Field Trips, etc.

Ongoing communication with parents that encourages and supports parent participation in issues related to their child's education is done through our school Newsletters, Parent Bulletin Board, Parent Workshop flyers, and Curriculum Meeting.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	5	6	2	3	0								22
Intermediate(I)	3	1	1	1	2	1								9
Advanced (A)	0	2	1	3	3	1								10
Total	9	8	8	6	8	2	0	0	0	0	0	0	0	41

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

	P		0	0	3	1	4							
--	---	--	---	---	---	---	---	--	--	--	--	--	--	--

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	1	0		3		0		7
8									0
NYSAA Bilingual Spe Ed							3		3

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

1. Assessing our students in both literacy and mathematics on a regular basis drives our instruction, assists us in planning for differentiated instruction, and determines our student's language needs both in English and their native language (LAB - R). Currently, we have been using the Developmental Reading Assessment (K-5) and the Fountas and Pinnell leveling system to assess our students reading levels in English. We use the Predictive Test in the Fall and in the Spring, the city-wide periodic assessments, and the Instructionally Targeted Assessment (ITA), which assesses targeted reading skills.

2/3. Based on this assessment alongside with data from the New York State English as a Second Language Achievement Test (NYSESLAT), our English language learners who also have special needs, should focus on developing listening, reading and writing skills. These language skills will be further developed through a standards-based ESL instructional methodology that will enable them to transition between the levels of language acquisition from beginners to native like proficiency. Creating situational scenarios, reading aloud on a daily basis, using visuals and context clues, engaging them in accountable talk, expanding content vocabulary, utilizing graphic organizers, shared writing, and exposing them to finished writing products will be part of the implication for instruction.

Writing is assessed a minimum of three times a year through the use of baseline, midline and endline samples that are analyzed and used to plan next steps in writing. In mathematics, we also use the Predictive Test in the Fall and in the Spring and the Everyday Math Unit Assessment to assess and guide our planning. Additionally, students are given a unit test at the end of each unit and baseline, midline and endline samples are collected and analyzed as well.

4. Data patterns are also identified using the RNMR in ATS. Grades one and two have more students at an intermediate level in listening and speaking with more students at a proficient level in grades 3 - 5. More students are able to pass the NYSESLAT in grades one - two then in grades 3 - 5. As per the NYSESLAT results, our ELL students tend to perform better in listening and speaking than reading and writing. Last year, 9 out of 41 ELLs tested out, while more than 50 % of them moved up one or two proficiency levels. 17% of ELL population were eligible for participation in NYSAA, yet they took the NYSESLAT as per the State Assessment requirement.

5. N/A

6. The success of our ELL program is evaluated by the number of students who advance from beginner, intermediate, advanced, and proficient as evidenced by the NYSESLAT results.

Our teachers work together during professional periods and during our grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.

### Additional Information

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

Paste additional information here

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

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