



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ FLORENCE NIGHTINGALE _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 01M110 _____

PRINCIPAL: _____ KAREN FEUER _____ **EMAIL:** _____ KFEUER@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ DANIELLA PHILLIPS _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Karen Feuer	*Principal or Designee	
Melanie Macioce	*UFT Chapter Leader or Designee	
John Mooren	*PA/PTA President or Designated Co-President	
	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	
Joshua Ditzion	Member/Teacher	
Morgan Eig	Member/Teacher	
Diana Lene	Member/Teacher	
Lauren Barack	Member/Parent, SLT Chair	
Dan Becker	Member/Parent	
Chip Quigley	Member/Parent	
Peter Zweibach	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence.

Principal and Assistant Principal will conduct 10 systematic mini-observations of 35 teachers (a total of 350 mini-observations) using selected domain components of the research-based Charlotte Danielson rubric of practice to provide meaningful feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The SLT underscores the school's mission to ensure student proficiency at each grade level and eventual success in college and career. Effective teaching is critical to realizing that mission. According to the 2010-2011 Progress Report, the percentage of students at level 3 and 4 in ELA was 60.1% and the percentage of students at level 3 and 4 in math was 73.9%. Research has shown that principals who are in classrooms every day have a unique school wide perspective and are therefore, better able to gather and share ideas for improving teaching and learning. Through a series of frequent, unannounced samplings of everyday instruction, the Principal and Assistant Principal will be able to see what's really going on in classrooms and give feedback that is purposeful and useful and be able to link those mini-observations to professional development and overall school improvement, thereby raising the average student proficiency and the percent of students at level 3 and 4 in both ELA and mathematics by 10%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ Teachers engage in a half-day (September 6) study of the goals of the DOE's Teacher Effectiveness Initiative and are re-introduced to the Danielson rubric for practice that will be used at PS 110 during the 2011-12 school year
- ✓ Teachers develop their own Individual Growth Plans selecting one of six domain components; describe what success would look like and develop an action plan towards meeting their goal
- ✓ Principal will meet with each staff member 3 times a year (beginning, mid-year and end of year)
- ✓ Teachers engage in periodic text discussions using Charlotte Danielson's two books (*Enhancing Professional Practice, A Framework for Teaching* and *Talk About Teaching! Leading Professional Conversations*) and a specific text protocol for focused conversation around big ideas (September 6, October 3, January 9, and March 5)
- ✓ Principal and Assistant Principal attend Network Workshops re: Teacher Effectiveness/Danielson Framework (9/25,10/25,2/7) and Principal's monthly retreats that include presentations by Kim Marshall and further training to implement the initiative
- ✓ Video clips of teaching will be shown to staff at each monthly staff meeting (Oct, Nov, Dec, Jan, Feb, March, April, May) to build a shared understanding of what effective teaching looks like

- ✓ Principal and Assistant Principal conduct frequent and systematic mini-observations from October through June (350 classroom visits) and deliver face-to-face feedback with specific and immediate recommendations for improvement, followed up with an email to each teacher for accountability and documentation
- ✓ A tracking system has been designed to capture a record of all observations to date and the domain components that are identified as areas of strength as well as areas in need of improvement to inform school wide and individual professional support
- ✓ Principal will encourage and offer professional development opportunities aligned to individual staff goals and encourage participation to build capacity in everyone
- ✓ Beginning January 2012, a part-time literacy coach will begin working closely with a select group of teachers to help support instructional growth and improvement as per schoolwide and individual teacher goals

Indicators of Progress:

- Individual Professional Growth Plans for each teacher
- Individual Professional Development Log of Activities Teacher Reflection on the Individual professional Development Plan
- Documented actionable and immediate feedback to teachers based on mini-observations
- NYC School Survey results: 40% of teachers agree that school leaders give them regular feedback about their teaching (up from 19% last year)
- NYC School Survey results: 50% of teachers agree that school leaders place a high priority on the quality of teaching at this school (up from 29% last year)
- Formal and informal classroom observations by Principal and Assistant Principal focusing on Danielson domains using a rubric of practice

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ✓ According to the 2010-11 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified."

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- FSF for per diem substitutes/teachers to enable teachers to attend Professional Development days

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of students with special needs to make gains will increase to the top 20% of schools to close the achievement gap (according to the 2010-2011 Progress Report); thereby increasing the percent at 75th Growth Percentile of self-contained/CTT/SETTS students in ELA from 46.2% to 58% and in mathematics from 42.3% to 58%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a needs assessment, the SLT determined that in response to the recommendation in the 2010-2011 Quality Review to “make urgent the monitoring of instruction and supports for struggling learners, especially students with special needs,” we need to accelerate progress and provide targeted and additional academic intervention service to these students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ As part of the staff summer reading, teachers read, discussed (on September 6), and are expected to implement strategies from Jennifer Seravallo’s book, Teaching Reading in Small Groups by learning additional strategies to incorporate into small group instruction throughout an entire literacy block so that they are better equipped to maximize targeted instruction and learning
- ✓ Students in CTT or self-contained classrooms and receiving SETTS (grades 1-5) are attending early morning extended day 3 days a week receiving targeted instruction using specific curriculum not in use in the classroom
- ✓ Students in CTT or self-contained classrooms and receiving SETTS (grades 1-5) are also receiving at least 2 additional periods of AIS weekly in small pull-out groups with a teacher other than their classroom teacher
- ✓ Pre and post writing and reading performance assessments from TCRWP will be administered twice during the year to assess growth and inform instructional decisions and next steps for these students in December and February
- ✓ Students in CTT or self-contained classrooms and receiving SETTS (grades 3-5) will attend afterschool Test Preparation Academy (TPA) beginning in January for 20 sessions, two times a week over a ten week period

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ✓ Fair Student Funding – Per Session Allocation

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- ✓ According to the 2010-11 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified."

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- FSF for per session and OTPS allocations

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To raise the median growth percentile for all students and the schools lowest third in English.

By June 2012, the median adjusted growth percentile for the school's lowest third will increase by 10% to 83.0% and will increase for all students by 10% from 66.0% to 76% as measured by the New York State Reading Exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a needs assessment, the SLT determined that according to the 2010-2011 School Progress Report, the median adjusted growth percentile for the school's lowest third in ELA was 73.0% and needed to be improved.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ Teachers will unpack the professional text that they read together over the summer (Teaching Reading in Small Groups, Jennifer Serravallo) in grade level meetings, during staff meetings and 2 additional half-days of professional development (January 9, March 5). Teachers are also reminded to incorporate ideas from the text in their literacy-based formal observations.
- ✓ Bi-monthly grade level teams will continue to update and revise reading and writing curriculum, and alignment with the new Common Core Standards and design performance tasks that provide a range of DOK activities.
- ✓ Teachers in grades K – 5 will develop a Common Core-aligned unit of study in reading and writing that incorporates opportunities for students to conduct research and use supporting evidence to write an opinion or argument based on an analysis of informational texts.
- ✓ Development of performance-based assessments within at least one informational unit of study to capture students' skills and knowledge and be able to use the information to coincide with instructional and curricular decisions as well as informing student learning goals.
- ✓ Administration of the new TCRWP performance assessments (in grades K – 5) aligned to the Common Core standards in reading and writing that engage students in authentic tasks before and after teaching the relevant informational unit of study to inform teachers of students' strengths and needs and tailor instruction accordingly.
- ✓ Continuing Network development of teacher leaders in curriculum mapping tools (ATLAS) and backward design mapping process aligned with the Common Core Standards that includes a written opinion or argument based on an analysis of informational texts
- ✓ Principal will arrange for vertical team meetings to review curriculum maps on November 8, January 9, and March 5

- ✓ Individual student goal-setting established by teacher in consultation with student and sent home to families regularly as as needed
- ✓ Our most struggling readers K – 5 will be invited to early morning extended day. Teachers will use intervention programs not in use in the classroom such as: Foundations, Wilson and Literacy Interventions.
- ✓ Our most struggling (special education) students will receive two additional reading /writing blocks of instruction twice a week in small groups with the Reading Recovery Teacher for Academic Intervention Services.
- ✓ Parents will be invited to a series of three workshops on the Common Core Standards and 7 workshops to learn simple reading comprehension strategies (outlined in the book Reading in Small Groups) to better support teaching in the classroom and their children at home.
- ✓ Purchase of additional leveled texts to update and improve classroom libraries.

Indicators of Progress

- ✓ Monthly grade level meeting agendas and minutes
- ✓ Agendas and minutes from teacher team meetings
- ✓ Minutes, agendas and print materials from PD opportunities
- ✓ Reading and writing curriculum maps
- ✓ Classroom assessments and checklists
- ✓ Attendance records for early morning extended day
- ✓ Coaching logs
- ✓ Formal and informal classroom observations by Principal and Assistant Principal
- ✓ Results from periodic assessments
- ✓ Tracking and monitoring data from Fountas & Pinnell fluency and comprehension results at least 3 times a year (October, January, May)
- ✓ 75% of the 8 (5-first grade and 3 – second grade) ELLs will score at a proficient level on the NYSESLAT
- ✓ Progress Report data

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ✓ Principal to schedule a series of workshops for parents/guardians on the new Common Core Standards: November 2011, January and March 2012
- ✓ The Educational Alliance will be facilitating and leading a series of 12 workshop sessions on: Active Parenting Now covering topics such as: Responsibility and Discipline, Understanding & Redirecting Misbehavior, Building Character & Self-Esteem, the Active Family Today. (January 11, 18, 25, February 1, 8, 15,
- ✓ A series of readings by authors of children's books in the library for both families and students
- ✓ Computer education classes for both children and their parents/guardians together
- ✓ Create a new Parent Handbook and school brochure in three languages
- ✓ Updated student goals are sent home regularly with strategies to enable families to support their children in achieving those goals
- ✓ Open School Week visitation schedule

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- ✓ According to the 2010-11 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are

“highly qualified.”

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - ✓ Cook Shop Classroom (NYC Food Bank Grant Program) is being piloted in all Kindergarten and First Grade classrooms this year to improve nutrition awareness in students and promote healthy eating habits in addition to aligning with and supplementing core curriculum in lower grade science.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ✓ Funding for classroom library leveled texts through NYSTL library books allocation

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To raise the median growth percentile for all students and the schools lowest third in mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a needs assessment the SLT determined that according to the 2010-2011 School Progress Report, the median adjusted growth percentile for the school's lowest third in mathematics was 63.5%. By June 2012, the median adjusted growth percentile for the school's lowest third will increase by 10% to 73.5% and will increase for all students by 10% from 69.0% to 79% as measured by the New York State Math Exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ Monthly grade level study groups reviewing Everyday Mathematics (EDM) curriculum and alignment with the new Common Core Math standards
- ✓ Continued use of school wide smart goal setting in mathematics for each student
- ✓ Math teacher leaders (2) will continue to attend Network organized professional development with Lucy West in Lesson Study and Content-Focused Coaching to transform their teaching
- ✓ 8 Additional teachers will participate in the Lesson Study and Content-Focused Coaching pilot to build building capacity and change the way mathematics is taught
- ✓ Students will be identified for differentiated early morning extended day math intervention that focuses on correcting students' mathematical misconceptions beginning in September 2011 (for 12 weeks with supplementary *Navigator* curricula: Understanding Addition and Subtraction, Understanding Place Value, Understanding Multiplication and Understanding and Reading Word Problems)
- ✓ Collaborative teacher inquiry teams will use at least one or more Context for Learning unit to meet the mandate of the DOE instructional initiative and assess alignment with the new Common Core Standards
- ✓ All grade level teams will receive coaching from an outside consultant in both the teaching of the selected Context for Learning unit as well as the instructional initiative
- ✓ Administration of pre and post EDM assessments in order to identify students strengths and needs and ultimately provide targeted small group and compacted whole class instruction

Indicators of progress

- ✓ Monthly grade level meeting minutes
- ✓ Agendas and minutes from teacher team meetings
- ✓ Minutes, agendas and print materials from PD opportunities
- ✓ Alignment of the performance tasks in Context for Learning units with the Common Core Standards
- ✓ EDM End of Unit Assessments
- ✓ (SMART) Goal setting data sheets
- ✓ Periodic assessment results
- ✓ Formal and informal classroom observations
- ✓ *Navigator* checkpoints (3) and post-test to assess progress
- ✓ Progress Report data

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - ✓ Math Workshop series (3) for families led by outside math expert on the big ideas in mathematics and how they are taught (January, February, March 2012)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ✓ According to the 2010-11 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified."

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the number of English Language Learners to score at proficiency on the NYSESLAT will increase by 10% (from 16% to 26%) or a total of 8 students scoring at proficiency (as compared to 5 students scoring at proficiency on the 2011 NYSESLAT).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a needs assessment, the SLT determined that in response to the 2010-2011 NYSESLAT exam and the Quality Review that we had to “make urgent the monitoring of instruction and supports for struggling learners, especially English language learners,” to accelerate progress, and therefore, provide targeted and additional academic intervention service (ELL ACADEMY) to students in this sub-groups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ✓ ESL teacher will continue to push in to two classrooms (second and third grade) where English Language Learners (ELLs) have been clustered during reading and writing workshop to support the curriculum and teachers with instructional strategies most effective for ELLs
- ✓ The teacher with largest concentration of ELLs has looped up to second grade with her students. In addition to receiving professional development on ELL instruction in the general education classroom, she has a long-term and therefore, extensive understanding of the students’ strengths as well as their challenges.
- ✓ ELL Academy will begin in November 2011 (as opposed to January), two months earlier than last year working with up to 25 English Language Learners to improve academic vocabulary, writing and speaking skills through science and art
- ✓ 4 teachers will attend a 3-part workshop entitled, “Supporting SWDs and ELLs in Meeting the CCLS Through Universal Design for Learning” (Nov 29, Jan 30 and March 30)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Sponsoring ESL classes and activities for non-English speaking parents

- ✓ Providing interpretation services for Parent-Teacher Conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title III Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	16	0	N/A	N/A	1	2	0	0
1	21	0	N/A	N/A	1	2	2	3
2	16	0	N/A	N/A	1	2	0	3
3	10	7	N/A	N/A	1	1	0	9
4	22	12	6	6	1	0	2	7
5	22	10	0	0	1	2	1	8
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • <u>Foundations</u>: (Kindergarten and First Grade) Early morning extended day, 3 days a week for 37.5 minutes in small groups (no more than 4 students) • Response to Intervention (teaching reading strategies in small groups): (Grades 1-5) Early morning extended day, 3 days a week for 37.5 minutes in small group 1:5 ratio of teacher to student • <u>Reading Recovery</u> during the school day 5 days a week for 18 weeks for 8 - 10 of the lowest readers in first grade • <u>Wilson: Early morning extended day, 3 days a week for 37.5 minutes in a small group or one-to-one (Grade 4)</u> • Guided reading groups: (Grades 1 - 5) Early morning extended day, 3 days a week for 37.5 minutes in small groups • Push-in mandated SETTS services that include at-risk students for small groups during readers/writers workshop at least 2 times a week in specific classrooms • ELL Academy for English Language Learners with a focus on writing and oral language acquisition (2 days a week, November – April)
Mathematics	<ul style="list-style-type: none"> • <u>Math Navigator</u> (Grades 3 – 5): Early morning extended day, 3 days a week for 37.5 minutes in a small group of up to 10 students • Guided math groups: (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups
Science	<ul style="list-style-type: none"> • Early morning small group instruction with a focus on academic vocabulary and reading informational texts, 3 days a week for 37.5 minutes
Social Studies	<ul style="list-style-type: none"> • Guided reading groups (1-5) with an emphasis on reading informational texts • Extended day small group instruction when relevant to informational text units
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Targeted at-risk services provided by the Guidance Counselor to specific students identified through the Pupil Personnel Team process, once a week either small group or individual counseling

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ● School psychologist will offer clinical services, agency referrals and educations, social and personal services during the school day on an as needed basis to at-risk students and their families. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ✓ School social worker will provide counseling services to at-risk students and students will be assisted in learning how to cope with their behavioral issues ✓ Individual and group counseling for specific students
At-risk Health-related Services	<ul style="list-style-type: none"> ● School nurse will assist individual students in learning how to cope with health related issues such as asthma (Open Airways) and HOP (students struggling with obesity)

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Groll/Litrico	District 01	Borough Manhattan	School Number 110
School Name The Florence Nightingale School			

B. Language Allocation Policy Team Composition [?](#)

Principal Karen Feuer	Assistant Principal Alana Jermanok
Coach Melanie Levy	Coach N/A
Teacher/Subject Area Colette Luo/ESL	Guidance Counselor Katie Altman
Teacher/Subject Area Denise Oehl/SETTS	Parent type here
Teacher/Subject Area Lauren Bakian/Second Grade	Parent Coordinator Millie Candelaria
Related Service Provider Jill Solow/Speech Therapist	Other type here
Network Leader Sandra Litrico	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total Number of Students in School	438	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	7.08%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

A Home Language Identification Survey (HLIS) is completed by parents (in their native language) of newly enrolled students at registration with the assistance of a trained pedagogue (ESL teacher, Colette Luo), Parent Coordinator, Millie Candelaria and Pupil Personnel Secretary, Rosalynn Sanchez. An oral interview of the student/family is conducted by the ESL teacher, Parent Coordinator and Pupil Personnel Secretary to inquire about the student's prior school experience and the language of instruction. The interview is conducted in a language that the parent understands. Upon review of the HLIS, if answers meet the New York City criteria that certain questions be answered in a language other than English, an immediate determination of student's home language and eligibility for LAB-R testing is made by the ESL Teacher (a trained pedagogue). The completed HLIS is signed by the parent and ESL teacher and one copy is placed in the student's cumulative record folder. The LAB-R is administered only once in the student's lifetime and within 10 days of initial enrollment if the student has a home language other than English. After testing, the handscored results of the screening and the date of test administration are noted on each HLIS by the ESL teacher. From the HLIS copies, a roster of LAB-R eligible students is compiled and checked against a current ATS RLER. All Spanish-speaking ELLs are then given the Spanish LAB to determine L1 competency and to prove language dominance. Each ELL is evaluated the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are notified in writing of their child's status as an English Language Learner (ELL) in a language that they understand.

In addition, within the 10 days of a student's registration and following the determination of LAB-R results, written information in various languages is immediately sent home to inform parents of language acquisition models available at the school with an invitation to attend a Parent Orientation meeting. At the orientation meeting, parents are informed of the program choices through a DVD in their home language from the EPIC toolkits. Orientation is facilitated by a licensed pedagogue (ESL teacher) with the assistance of the Parent Coordinator. Families may also elect to attend private showings of the video if the orientation date is not convenient. With the assistance of the Parent Coordinator, the ESL teacher is able to meet with all families of identified ELLs before the end of the first month of school. Parents are provided with information regarding the three program models available in NYC public schools (Transitional Bilingual, Dual Language and ESL) in a language that they understand. Parents make an informed choice regarding their child's ELL program.

Parents of LAB-R tested students are sent a letter informing them of state guidelines on language screening as soon as HLIS documents have been examined. Three packets of information are prepared for families: one for each student eligible for services based on LAB-R results; one for each student continuing to be eligible for services based on the previous springs NYSESLAT scores, and one for each student ineligible for services according to test score results. A tracking sheet is prepared listing all students with columns for: each entitlement letter, meeting notice, score notification, preference form, date of testing, student identification number and class assignment. When a form is sent home, a check is entered in the appropriate column as each part of the process is completed. Parents are sent regular reminders (letters in home language, telephone calls, emails) until all paperwork is received.

The majority of parents select the ESL model. If parents select Transitional Bilingual or Dual Language they are provided the transfer

option to another school that offers the selected model. Interpreters are provided as needed for parents who do not speak English either by school staff or by the DOE. All forms are presented to parents in a translated version of the home language as needed. After reviewing the Parent Survey and program selection forms for the past few years, we find the trend in program choices requested by our parents is freestanding ESL, the program model offered at PS 110.

The trends in program selection over the past few years have shown that overwhelmingly, parents select a freestanding ESL program. Program decisions are driven by parental option and not test scores or administration. The current program model aligns with parent requests that we receive. ESL immerses ELL students in the language that they have to acquire and does so most effectively and rapidly. All parent choice forms are reviewed carefully for patterns and trends and confirm that there has been no demand for transitional bi-lingual or dual language services. PS 110 maintains contact and communication with families of English Language Learners throughout the year in a number of ways, including one-on-one meetings, phone conversations, formal and informal parent-teacher conferences, newsletters, and written communication from the principal.

Throughout the year, to ensure that no new admit or transfer student is overlooked, the ESL teacher uses ATS to run weekly RLER and RLAT reports. Families arriving later in the year are invited to meet with their child's ESL teacher individually and are given copies of all pertinent information (mentioned above).

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	4	9	6	4	3								31
Total	5	4	9	6	4	3	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	9
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	2	3	13		6				31
Total	18	2	3	13	0	6	0	0	0	31

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

C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	3	3	1	2								14
Chinese	3	1	5	2	3	1								15
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		0	1											1
TOTAL	5	4	9	6	4	3	0	31						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. a and b) ELLs are organized by grade and proficiency levels. Our ESL program goal is to support the integration of ESL students into mainstream classrooms, therefore instruction is delivered using both the pull-out and push-in models. For example, the ESL teacher pushes into a second grade class with 8 English Language Learners (7 advance students and 1 beginner) and co-teaches in the classroom. The push-in periods encompass both literacy and math instructional blocks during 4/45 minutes periods a week. In addition, we use a pull-out model with students to provide one-on-one support so crucial to beginning and intermediate second language learners. All ELLs have been clustered in classrooms by grade level this year and in the lower grades, their proficiency levels are generally similar (homogeneous groupings) ensuring that instructional strategies used by the classroom teacher can be targeted if appropriate. In addition, during pull-out periods ELLs are clustered by proficiency level spanning grades K-5.

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

3. ESL instruction integrates both subject and language learning. We want ELLs to learn concepts and content knowledge while learning their second language. The ESL strategies are applied in teaching the four language modalities including listening, speaking, reading and writing. While targeting the areas of listening and speaking, the ESL teacher provides the opportunities and the environment for interactions between students as well as interactions between teacher and student. During activities that require problem solving, students

A. Programming and Scheduling Information

solve the problem after a discussion (turn and talk) with their partner; then they report back to the class. Students also practice language skills by surveying their classmates, parents, and teachers on a variety of topics integrating mathematics skills as well. Currently, teachers are using technology (ipods, phone apps, computer programs, voice threads and technology assisted feedback) to improve writing skills in addition to scaffolding students' speaking and listening skills. In addition, in many classes with clusters of ELLs, teachers are asking probing questions and using less teacher talk to encourage student participation in deeper and more meta-cognitive ways.

The ESL teacher reinforces strategies of visualization and making connections (activating prior knowledge), as well as the skill of observation, both verbally and in writing with ELLs to help build comprehension and language acquisition. Other strategies that are taught and align with ELA classroom instruction and other comprehension strategies include asking questions and inferencing.

4. All Spanish-speaking new entrants to PS 110 who score at or below the cut scores on the LAB-R are administered the Spanish LAB once during the same testing period to determine language dominance for instructional planning in providing ESL services. For non-Spanish speaking students we evaluate through their native languages in content areas such as math, social studies and science.

In addition, all ELLs take state tests with allowable accommodations: longer testing times, locations that are separate from their monolingual classmates, use of bilingual glossaries, translated exams (when available) and when unavailable (for low-incidence languages) the services of adult interpreters are arranged.

5. a) Our 2 SIFE students receive pull-out ESL instruction. Additional support is provided by the ESL teacher pushing into their classrooms during science periods two additional times a week. Classroom teachers receive instruction in effective instructional strategies to be used during literacy blocks that encourage use of all modalities of language development - "dictogloss" and activation of prior knowledge to help students make-up for what they have missed in prior years' interruptions.

b) Our plan for ELLs in US schools less than three years includes explicit ESL classes taught by the ESL teacher through a pull-out program in class periods of 50 minutes each day and additional language support during a two day a week Title III program for an additional 3 hours.

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

Students in grades 3 - 5 also receive direct test preparation instruction, especially in the mechanics of test taking (bubbling, question vocabulary, etc.).

6. PS 110 is ensuring that all ELL-SWDs are receiving all mandated services as required by CR Part 154 and their individual IEPs. Teachers of ELL-SWDs already modify content to accommodate their students' individual needs as specified in their IEPs. Additionally, these teachers work closely with the ESL teacher (trained pedagogue) so that specific modifications accommodate language-learning goals as well as content-acquisition goals. All teachers (classroom, cluster and ESL) encourage ELL-SWDs to become conversant in content areas or on topics by building knowledge in their home language and making connections based on schema with appropriate leveled texts. Question webs are used in the ESL classroom to encourage connections. ELL-SWDs need to practice the technique of questioning with a peer buddy and their teacher to make meaning of their reading and give voice to what they don't understand. Teaching ELL-SWDs must include explicit expectations for developing critical thinking, interpretation and drawing conclusions and a lot of practice to ensure skill development.

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

7. Each of our ESL instructional periods is 45 minutes long. Beginners and intermediate ELLs receive eight periods of mandated instruction per week as per CR Part 154 and advanced students receive four periods of mandated instruction per week. All instruction is differentiated by sub-populations depending on the skill level of the student and includes modifications to templates, worksheets, number

A. Programming and Scheduling Information

problems, writing assignments, materials (paper, writing tools) and independent reading books.

Materials that are used at PS 110 are comprehensible to the ELL student and meet their developmental, cognitive, social and cultural needs to encourage language proficiency. Students spend time in language rich environments in which they observe, touch, listen, talk, and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

B. Programming and Scheduling Information--Continued

8. 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.
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Teachers work with small guided math groups in their classrooms and focus on previewing as well as reviewing concepts taught. Beginning in January 2012, a teacher on each grade will be assigned a group of low performing math students (some of whom are ELLs) to specifically teach into individual areas of weakness.

PS 110 has an interdisciplinary approach to teaching and learning. The ESL teacher regularly pushes into classrooms during a humanities block of instruction when classes are engaged in a social studies unit that includes, reading, writing, and mathematics connected to a specific unit of study as specified by New York City's Core Curriculum. Using this interdisciplinary approach, ELLs are able to build content area vocabulary and knowledge along with improved language acquisition through a co-teaching model.

In addition to our mandated ESL program, the Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our Kindergarten through fifth grade English Language Learners afterschool, two days a week. From November until the end of March 2012, the ELL Afterschool Academy will offer two mini courses - 18 weeks each - that will address beginner, intermediate, advanced and extension of service needs of LEP and literacy needs of LEP students. One New York State Certified ESL teacher, one Certified Elementary School Teacher, and one Certified Special Education Teacher will work with students 3 hours each week over two days. This supplemental instruction will help these students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLs will cycle through each of the 2 mini courses listed below.

1. Communicating Through the Arts.

Students will focus on speaking and writing about different pieces of art and art forms (visual, dramatic, and musical), They will build their academic vocabulary by becoming observers and researchers of the arts, the processes artist's use, and the storytelling that is behind great works of art. They will use written text to build background knowledge and apply that to the works of art that they are observing.

2. Communicating Through Science.

Students will participate in a contextualized approach to learning science tier 2 and tier 3 vocabulary. Through a multi-modal approach that includes non-fiction reading, video clips, art, writing, speaking, and listening, students will be immersed in the content area of science, specifically life cycles of plants. Through this immersion, students will use higher-order thinking skills to make predictions, inferences, and conclusions about science topics and experiments. By giving students a broad range of resources to immerse themselves in whether

B. Programming and Scheduling Information--Continued

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. English Language Learners and culturally diverse classrooms are the norm at PS 110. All teachers of ELLs, as well as the assistant principal, paraprofessionals, guidance counselor, school psychologist, related service providers (OT, PT), speech therapists, school secretary, and parent coordinator have attended and participated in balanced literacy professional development opportunities specifically targeted for teaching ESL students. Teachers who have been attending on-going professional development continue to read ancillary materials and share resources with new teachers of ELL students. The principal has made ELL instruction a priority and has encouraged teachers to pursue additional professional credits in the area of second language instruction.

The certified ESL teacher attends citywide conferences and turn-keys linguistic and cultural information to facilitate learning and to build cross-cultural understandings at grade level meetings as well as three times a year during additional schoolwide half days in October, January and March.

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

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

Data meetings with teachers held formerly three times a year (October, December, February) with the principal and assistant principal provide a dedicated opportunity to disaggregate the data of the schools lowest 1/3 as well as ELLs and ensure that teachers are scaffolded in their work to make progress with both subgroups.

Our ESL Teacher has participated in workshops provided by the Department of Education, The NYS Education Department, Brooklyn/Queens BETAC, and our Childrens First Network - 406. Classroom teachers attended the Joe Renzulli's annual conference called Confratutue and have worked with NYU's Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom. Staff teaching in afterschool ELL Academy will be attending the 12th Annual Language Series (3 sessions) at Bank Street Graduate School of Education entitled: Differentiating Learning for Language and Concept Development.

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

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Fifth grade teachers are provided information on middle school transition and work closely with the guidance counselor with the purpose of helping families make the best possible match of student and middle school. Classroom teachers and and ESL teacher confer to establish deeper insight into what is best for articulating ELLs. The principal and guidance counselor review all choices made by 5th grade families and communicate with families - meeting one-on-one - if choices need to adjusted.

This year, the guidance counselor held one introductory meeting with all 5th grade families (including families of ELLs) to ensure that the process of middle school choice was understood. In addition, recently graduated ELLs and non-ELLs returned to describe their new middle school expeirnces and answer questions from 5th grade students.

3. Every teacher is involved in Professional Development activities during professional planning periods (once a week), grade level meetings (once a week), inquiry team meetings (once a week), designated citywide professional development days, and additional half-days (3) specific to PS 110. The ESL teacher is involved in the planning of all professional development to ensure that teachers meet language learners' inguistic and academic needs. Therefore, teachers easily meet the required 7.5 hours of ELL training over the course of the school

Native Language Usage and Supports

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

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Paste response to questions 1-3 here	
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E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent involvement at PS 110 is evident. Parents of ELLs attend publishing parties celebrating end of unit student work and provide valuable translation services for one another at parent-teacher conferences (November and March each year) and PTA meetings.

The Parent Coordinator creates a welcoming school environment for parents, attending ELL parent meetings to get to know parents better and has become a familiar and approachable face. She identifies parent concerns at the school and serves as a liaison in communicating those concerns to school personnel. She conducts outreach to make sure that ELL parents are notified in a timely manner of all citywide ELL parent events and attends as well as accompanies groups of parents to those events. Our Parent Coordinator, Millie Candelaria contacts the NYC Department of Education Translation and Interpretation Unit for translation of written communication as well as interpretation for oral communication. She has a network of parents she can access in our generous school community to donate time to translate and interpret for children as well as their parents. With guidance and supervision from the principal, the Parent Coordinator partners with the PTA, the School Leadership Team, community groups and parent advisory councils. She is critical to the intergration of our ELL parents into the school community.

Each year the Parent Coordinator facilitates a workshop specifically for ELL parents to introduce APL to them. Viewing student profiles and accessing the same data that school staff and administration use in making instructional decisions enable families of ELLs to monitor for improvement.

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

This January, new family workshops will launch on topics such as cooperation, discipline and responsibility, understanding and redirecting misbehavior, building character and self-esteem and raising a family in today's world. Translation and interpretation will be provided at all workshops and ELL families will be individually invited through one-to-one communication.

PS 110 partners with Everybody Wins! The organization facilitates Power Lunch that matches students with a volunteer reading "buddy" during lunch one day a week and will launch a Bilingual Book Club for parents in early 2012 that will meet two times a month. Many of the parents who will be participating in the book club also have children in the Power Lunch program and are receiving ESL services. Parents are able to practice their literacy skills and model their own love of reading for their children. In additon, PS 110 has recently partnered with We Are NY to launch an English Conversation group for our parents with limited English proficiency.

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

B. Programming and Scheduling Information--Continued

8. 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.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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

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

Teachers work with small guided math groups in their classrooms and focus on previewing as well as reviewing concepts taught. Beginning in January 2012, a teacher on each grade will be assigned a group of low performing math students (some of whom are ELLs) to specifically teach into individual areas of weakness.

PS 110 has an interdisciplinary approach to teaching and learning. The ESL teacher regularly pushes into classrooms during a humanities block of instruction when classes are engaged in a social studies unit that includes, reading, writing, and mathematics connected to a specific unit of study as specified by New York City's Core Curriculum. Using this interdisciplinary approach, ELLs are able to build content area vocabulary and knowledge along with improved language acquisition through a co-teaching model.

In addition to our mandated ESL program, the Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our Kindergarten through fifth grade English Language Learners afterschool, two days a week. From November until the end of March 2012, the ELL Afterschool Academy will offer two mini courses - 18 weeks each - that will address beginner, intermediate, advanced and extension of service needs of LEP and literacy needs of LEP students. One New York State Certified ESL teacher, one Certified Elementary School Teacher, and one Certified Special Education Teacher will work with students 3 hours each week over two days. This supplemental instruction will help these students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLs will cycle through each of the 2 mini courses listed below.

1. Communicating Through the Arts.

Students will focus on speaking and writing about different pieces of art and art forms (visual, dramatic, and musical), They will build their academic vocabulary by becoming observers and researchers of the arts, the processes artist's use, and the storytelling that is behind great works of art. They will use written text to build background knowledge and apply that to the works of art that they are observing.

2. Communicating Through Science.

Students will participate in a contextualized approach to learning science tier 2 and tier 3 vocabulary. Through a multi-modal approach that includes non-fiction reading, video clips, art, writing, speaking, and listening, students will be immersed in the content area of science, specifically life cycles of plants. Through this immersion, students will use higher-order thinking skills to make predictions, inferences, and conclusions about science topics and experiments. By giving students a broad range of resources to immerse themselves in whether

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

Paste response to questions 1-6 here

Currently, we have 11 beginners, 5 intermediate and 15 Advanced ESL students. Last year's NYSESLAT results indicated that students' strengths are in speaking, listening and reading across all grade levels, and that writing is an area of weakness.

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

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

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

With support of the Literacy Coach, ESL teacher, and Assistant Principal, teachers will examine assessment results during grade level meetings and prep periods providing information on: reading behaviors, decoding issues, independent and instructional reading levels, accuracy, comprehension, and fluency. Data results will be entered on spreadsheets and input on line. Reading levels and skill analysis

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. English Language Learners and culturally diverse classrooms are the norm at PS 110. All teachers of ELLs, as well as the assistant principal, paraprofessionals, guidance counselor, school psychologist, related service providers (OT, PT), speech therapists, school secretary, and parent coordinator have attended and participated in balanced literacy professional development opportunities specifically targeted for teaching ESL students. Teachers who have been attending on-going professional development continue to read ancillary materials and share resources with new teachers of ELL students. The principal has made ELL instruction a priority and has encouraged teachers to pursue additional professional credits in the area of second language instruction.

The certified ESL teacher attends citywide conferences and turn-keys linguistic and cultural information to facilitate learning and to build cross-cultural understandings at grade level meetings as well as three times a year during additional schoolwide half days in October, January and March.

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

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

Data meetings with teachers held formerly three times a year (October, December, February) with the principal and assistant principal provide a dedicated opportunity to disaggregate the data of the schools lowest 1/3 as well as ELLs and ensure that teachers are scaffolded in their work to make progress with both subgroups.

Our ESL Teacher has participated in workshops provided by the Department of Education, The NYS Education Department, Brooklyn/Queens BETAC, and our Childrens First Network - 406. Classroom teachers attended the Joe Renzulli's annual conference called Confratutue and have worked with NYU's Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom. Staff teaching in afterschool ELL Academy will be attending the 12th Annual Language Series (3 sessions) at Bank Street Graduate School of Education entitled: Differentiating Learning for Language and Concept Development.

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

Fifth grade teachers are provided information on middle school transition and work closely with the guidance counselor with the purpose of helping families make the best possible match of student and middle school. Classroom teachers and and ESL teacher confer to establish

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This year, the guidance counselor held one introductory meeting with all 5th grade families (including families of ELLs) to ensure that the process of middle school choice was understood. In addition, recently graduated ELLs and non-ELLs returned to describe their new middle school expeirnces and answer questions from 5th grade students.

3. Every teacher is involved in Professional Development activities during professional planning periods (once a week), grade level meetings (once a week), inquiry team meetings (once a week), designated citywide professional development days, and additional half-days (3) specific to PS 110. The ESL teacher is involved in the planning of all professional development to ensure that teachers meet language learners' inguistic and academic needs. Therefore, teachers easily meet the required 7.5 hours of ELL training over the course of the school

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E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent involvement at PS 110 is evident. Parents of ELLs attend publishing parties celebrating end of unit student work and provide valuable translation services for one another at parent-teacher conferences (November and March each year) and PTA meetings.

The Parent Coordinator creates a welcoming school environment for parents, attending ELL parent meetings to get to know parents better and has become a familiar and approachable face. She identifies parent concerns at the school and serves as a liaison in communicating those concerns to school personnel. She conducts outreach to make sure that ELL parents are notified in a timely manner of all citywide ELL parent events and attends as well as accompanies groups of parents to those events. Our Parent Coordinator, Millie Candelaria contacts the NYC Department of Education Translation and Interpretation Unit for translation of written communication as well as interpretation for oral communication. She has a network of parents she can access in our generous school community to donate time to translate and interpret for children as well as their parents. With guidance and supervision from the principal, the Parent Coordinator partners with the PTA, the School Leadership Team, community groups and parent advisory councils. She is critical to the intergration of our ELL parents into the school community.

Each year the Parent Coordinator facilitates a workshop specifically for ELL parents to introduce APL to them. Viewing student profiles and accessing the same data that school staff and administration use in making instructional decisions enable families of ELLs to monitor for improvement.

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

This January, new family workshops will launch on topics such as cooperation, discipline and responsibility, understanding and redirecting misbehavior, building character and self-esteem and raising a family in today's world. Translation and interpretation will be provided at all workshops and ELL families will be individually invited through one-to-one communication.

PS 110 partners with Everybody Wins! The organization facilitates Power Lunch that matches students with a volunteer reading "buddy" during lunch one day a week and will launch a Bilingual Book Club for parents in early 2012 that will meet two times a month. Many of the parents who will be participating in the book club also have children in the Power Lunch program and are receiving ESL services. Parents are able to practice their literacy skills and model their own love of reading for their children. In additon, PS 110 has recently partnered with We Are NY to launch an English Conversation group for our parents with limited English proficiency.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	2	1	1	0								6
Intermediate(I)	0	1	0	1	1	2								5
Advanced (A)	4	1	7	4	2	1								19
Total	4	4	9	6	4	3	0	0	0	0	0	0	0	30

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	1	0	1	0							
	I	0	0	0	1	0	0							
	A	5	1	8	2	1	3							
	P	0	3	0	3	2	0							
READING/ WRITING	B	0	2	2	1	1	0							
	I	0	1	0	1	1	2							
	A	5	1	2	4	2	1							
	P	0	0	5	0	0	0							

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

Currently, we have 11 beginners, 5 intermediate and 15 Advanced ESL students. Last year's NYSESLAT results indicated that students' strengths are in speaking, listening and reading across all grade levels, and that writing is an area of weakness.

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

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

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

With support of the Literacy Coach, ESL teacher, and Assistant Principal, teachers will examine assessment results during grade level meetings and prep periods providing information on: reading behaviors, decoding issues, independent and instructional reading levels, accuracy, comprehension, and fluency. Data results will be shared on grade debriefs and in-person. Reading levels and skill analysis

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Florence Nightingale

School DBN: 01M110

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Feuer	Principal		1/1/01
Alana Jermanok	Assistant Principal		1/1/01
Millie Candelaria	Parent Coordinator		1/1/01
Colette Luo	ESL Teacher		1/1/01
	Parent		1/1/01
Lauren Bakian	Teacher/Subject Area		1/1/01
Melanie Macioce	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katie Altman	Guidance Counselor		1/1/01
Sandra Litrico	Network Leader		1/1/01
Denise Oehl	Other <u>Teacher/SETTS/RR</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M110 **School Name:** Florence Nightingale School

Cluster: Groll **Network:** Litrico 406

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

Part A: Needs Assessment Findings

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

1. The ESL teacher in collaboration with administration will review all Home Language Information Surveys (HLIS) and compile a list of those families in which English is not the first language spoken
2. In collaboration with the PTA, the SLT will design and disseminate a survey to be sent home to all PS 110 families to assess their written translation and oral interpretation needs
3. The SLT will cross-reference the data from the HLIS and the larger school community to ensure that we have captured all parents that may not be receiving information in a timely or understandable way

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

By December 2011, a summary of PS 110's written translation and oral interpretation needs and the strategies/remedies to address them will be communicated to the school community by the SLT through the monthly newsletter, a PTA meeting, posted on the website and disseminated in the monthly letter from the Principal. Currently, PS 110 has contracted with Lingualinx to provide written translation. Within the multicultural PS 110 community there are 3 Spanish speakers and 5 Chinese speakers on staff to provide interpretation for families.

The survey findings indicate that there are approximately 25 families at PS 110 in which one or two adults are not English-speaking. Oral interpretation is provided for all Parent-Teacher Conferences in November and March. These findings were reported to the school community as indicated above.

Part B: Strategies and Activities

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

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

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

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

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

Parents at PS 110 are notified of translation and interpretation services through both written and oral communication. Before the start of each year, a mailing of all important and relevant documents and regulations are sent home in multiple language so that non-English speaking parents can access the information. In addition, the Parent Coordinator who speaks Spanish and the ESL teacher who speaks Chinese provide oral interpretation as needed for further clarity.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: In addition to our mandated ESL program, the Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our Kindergarten through fifth grade English Language Learners afterschool, two days a week. From November until the end of March 2012, the ELL Afterschool Academy will offer two mini courses - 18 weeks each - that will address beginner, intermediate, advanced and extension of service needs of LEP and literacy needs of LEP students. One New York State Certified ESL teacher, one Certified Elementary School Teacher, and one Certified Special Education Teacher will work with students 3 hours each week over two days. This supplemental instruction will help these students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLS will cycle through each of the 2 mini courses listed below.

1. Communicating Through the Arts.

Students will focus on speaking and writing about different pieces of art and art forms (visual, dramatic, and musical). They will build their academic vocabulary by becoming observers and researchers of the arts, the processes artist's use, and the storytelling that is behind great works of art. Through the use oral language and written texts to build background knowledge, the students will apply their own new understandings to the works of art that they are observing. Activities are built to show understanding of their observations and new understandings of the art forms in a variety of ways including hands on products. As well, all products have a written, oral, and hands on component.

Students will hone their writing skills to clearly include: identifying the main idea, adding details to support the main idea, topic relevance, and vocabulary. As part of the writing and revision process, students will read their writing pieces with a peer partner and the ESL teacher who offers feedback. A writing rubric will be developed for each performance task. The ESL teacher will scaffold speaking, listening, reading, and writing with developmentally appropriate activities to enable students to master skills and complete higher level activities.

2. Communicating Through Science.

Students will participate in a contextualized approach to learning science tier 2 and tier 3 vocabulary. Through a multi-modal approach that includes non-fiction reading, video clips, art, writing, speaking, and listening, students will be immersed in the content area of science, specifically life cycles of plants. Through this immersion, students will use higher-order thinking skills to make predictions, inferences, and conclusions about science topics and experiments. By giving students a broad range of resources to immerse themselves in whether through independent, small group, or whole-group work, students will broaden their background knowledge, improve oral and written articulation on a given topic, and simultaneously ask questions and inquire about the content area of science. At the conclusion of the

Part B: Direct Instruction Supplemental Program Information

sessions, students will show their growth and new understandings by producing a clear and coherent informative text that uses "precise language and domain-specific vocabulary to inform or explain about the topic" as suggested by the Common Core Learning Standards.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

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

At grade level conferences, the ESL teacher supports classroom teachers focusing on the learning needs of ELL students. The ESL teacher assists classroom teachers in developing strategies that will benefit ELL students and reinforce classroom teaching. Professional Development is important to our learning community and all teachers have participated in workshops provided by the Department of Education, The NYS Education Department, and our Empowerment Network. Classroom teachers attended the Joe Renzulli's annual conference called Confratutue and have worked with NYU's Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom.

All activities will be funded using other funding sources and not Title III.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

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

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

The ELL teacher, fluent in Chinese and the Parent Coordinator, fluent in Spanish, will lead monthly family workshops in conjunction with staff on: ARIS data, emphasizing ELL-related information, goal setting, and how families of ELL students can support their children’s academic success at home based and the new Common Core State Standards.

All activities will be funded using other source and not Title III.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11076.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,110	Per session allocation for teachers. 3 teachers x 36 weeks x 3 hrs x\$50.06
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11076.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$3960.00	Educational work station for visual aids to promote print rich environment, science notebooks and supplies, art materials, informational texts, test preparation
Educational Software (Object Code 199)	\$200.00	Raz-Kids - On-line learning that promotes listening for modeled fluency, reading for practice recording of student reading and checking for comprehension with quizzes
Travel		
Other		
TOTAL	\$12,270	PS 110 will be using other funding sources to complement the Title III allocation for the ELL supplemental after school program.