Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : THE THEODORE SCHOENFELD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X110

PRINCIPAL: DAISY PEREZ EMAIL: DPEREZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Daisy Perez	*Principal or Designee	
Erinetta Long	*UFT Chapter Leader or Designee	
Natividad Soto	*PA/PTA President or Designated Co-President	
Lillian Jimenez	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Steven Sorce	Member/Teacher	
Takima Martin	Member/Parent	
Ana Zuniga	Member/Parent	
Sherrae Rembert	Member/Parent	
Juana Perez	Member/Parent	
Marie Banjo	Member/School Social Worker	
	Member/	

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.

By June 2012, students in grades three thru five will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS ELA assessment.

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.

Current performance trends indicate a positive trend in overall academic achievement for the past several years. The English Language Arts data demonstrates a decrease in the number of students performing in level one and two with an increase of students performing in levels 3 and 4. Scores indicate that 48.7 % of our students are performing on or above grade level. In addition, Developmental Reading Assessment results for all grades (K – 2) demonstrated significant gains. Even though our performance gains in ELA demonstrated positive gains this did not follow through with our progress scores on the Progress Report for 2010-2011. This was especially evident in the lowest third quadrant.

English Language Arts All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2008	20	10.8	71	38.2	94	50.5	1	0.5	95	51.1
2009	9	5.3	48	28.1	109	63.7	5	2.9	114	66.7
2010	23	12.2	108	57.4	49	26.1	8	4.3	57	30.5
2011	13	6.7	86	40.6	92	47.7	2	1.0	94	48.7

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.

A. Strategies/Activities that encompass the needs of identified student subgroups

- Two hours (one for reading and one for writing) will be devoted every day for literacy. The Readers Workshop and the Writers Workshop will be implemented everyday following the Workshop Model. The Workshop Model will include a mini-lesson,

Independent Period, and Share.

- Implementation of a Response to Intervention-Tier 2 approach by offering targeted more intense instructional support by aligning assessment and intervention.
- A Rigorous Reading and Writing curriculum, including the incorporation of Common Core Standards, will be implemented during the Reading and Writing Periods in all grade levels.
- The implementation of Bloom's Taxonomy/Depth of Knowledge and different levels of text complexity will be used to infuse high order critical thinking skills in curriculum and instruction.
- The alignment of the reading and writing curriculum calendars with NYS English Language Arts Standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.
- Grade level collaborative planning and inquiry sessions will be devoted to plan genre- based units of study incorporating the common core standards and the use of data to plan standard-based lessons and address student needs.
- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Weekly grade level inquiry meetings will provide us with valuable information in looking at student work, aligning data with instructional strategies to meet the student's needs and goals.
- The implementation of grade level pacing calendars provides consistency and coherence across grade levels and sub groups.
- The integration of technology, such as the use of the Internet, Smart Boards, Document Cameras, and laptops support classroom instruction and literacy development.
- The use of genre- based criteria charts, rubrics, writing exemplar charts, and mentor texts promote writing development.
- The formation of guided reading groups based on reading levels and ability promote accelerated reading development. Flexible grouping is based on student performance and data.
- The formation of reading skills' groups based on identified reading skills also promote reading comprehension and reading development.
- Guided writing and individual conference lessons based on the stages of the writing process and the qualities of good writing promote writing development.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement and literacy development.
- Data gathered from teacher goal-setting meetings in September, January, and June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.
- A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers' progress in the professional teaching standards continuum.

- On- going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide, grade level professional development as well as individual coaching cycles.
- Implementation of the Teacher Effectiveness tool will allow administrative staff to evaluate effectiveness in pedagogy.
- Professional Development will be provided in the components of the Readers and Writers Workshop for all new and experienced teachers in need of additional support in this area.
- Model lessons in effective teaching practices will be promoted throughout the year in order to build capacity and collaborative learning.
- Data from Inquiry Team research will be used to strengthen teaching and learning practices
- The sharing of research-based best teaching practices are promoted during monthly grade level meetings.
- Lunch and Learn Sessions will be offered to all teachers in need of additional support in effective practices of teaching and learning as per informal and formal observations.
- New teachers will attend Acuity/ARIS System Training sessions in order to facilitate the access to valuable data from predictive and instructionally targeted assessments for planning and teaching. Inquiry team members and all teachers will continue to use the collaborative tools in the Acuity/ARIS System.
- Scheduling grade level common planning time will allow teachers to meet by grade levels to analyze grade level data, align curriculum and instruction.
- Individual coaching cycles using the teacher effectiveness tool will be offered to all new teacher and all experienced teachers in need of additional support.
- Administrative staff will provide training and continuous feedback to all teachers to promote professional growth.
- Training sessions during Monthly Faculty conferences will provide teachers with the opportunity to evaluate school goals, understand the School's Progress Report and the School's Quality Review.
- Inter-school visitations will be scheduled as needed.
- Monthly scheduled literacy coaches' network meetings will promote our coaches' professional development.
- Monthly principals and assistant principals meetings will promote the professional development of our administrative staff.
- A comprehensive schedule for mentoring new teachers will support our new teachers.
- Our Specialty program schedule will promote literacy through the arts, technology, and good health habits.

B. Staff and Resources

Responsible Staff Members

- Principal
- Assistant Principals
- Literacy and Math Coach

- ESL Teacher
- Academic Intervention Teachers
- Classroom and Cluster Teachers
- Related Service Providers

Use of Resources

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

C. Decision Making

- The administrative staff and faculty analyzed summative and formative data in order to determine student's strengths and areas in need of improvement.
- The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.
- Administrative staff analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- Individual teachers use data to set annual and interim goals.
- The administration of literacy assessments (DRA, Reading Running Records, Instructionally Targeted Assessments, Predictive Tests, and Reading Comprehension Tests) throughout the year allowed all teachers to address the needs of the students. The results of these assessments informed daily instruction and our professional development.

- The school-wide data driven plan including a data-based management system and reading tracking sheets, vocabulary development tracking sheets, and reading skill summary sheets have been instituted to monitor students' progress and ensure achievement of our goal by June 2012.
- The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.
- The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction:
    - Data Performance binders
    - Literacy Curriculum binders
    - Differentiated instruction binders
    - Individual conferences binders
    - Common Core Standards
- Two hours (one for reading and one for writing) will be devoted every day for literacy. The Readers Workshop and the Writers Workshop will be implemented everyday following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- Implementation of a Response to Intervention-Tier 2 approach by offering targeted more intense instructional support by aligning assessment and intervention.
- A Rigorous Reading and Writing curriculum, including the incorporation of Common Core Standards, will be implemented during the Reading and Writing Periods in all grade levels.
- The implementation of Bloom's Taxonomy/Depth of Knowledge and different levels of text complexity will be used to infuse high order critical thinking skills in curriculum and instruction.
- The alignment of the reading and writing curriculum calendars with NYS English Language Arts Standards will ensure a rigorous standard-based curriculum addressing grade level benchmarks and expectations.
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- The implementation of grade level pacing calendars provides consistency and coherence across grade levels and sub groups.
- The integration of technology, such as the use of the Internet, Smart Boards, Document Cameras, and laptops support classroom instruction and literacy development.
- The use of genre- based criteria charts, rubrics, writing exemplar charts, and mentor texts promote writing development.

- The formation of guided reading groups based on reading levels and ability promote accelerated reading development. Flexible grouping is based on student performance and data.
- The formation of reading skills' groups based on identified reading skills also promote reading comprehension and reading development.
- Guided writing and individual conference lessons based on the stages of the writing process and the qualities of good writing promote writing development.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement and literacy development.
- Data gathered from teacher goal-setting meetings in September, January, and June will allow us to develop a school-wide professional development plan addressing the professional needs of all our teachers in alignment with our school goals and student learning and emotional needs.
- A comprehensive mentoring program will support all new teachers in ensuring that they are meeting professional teaching standards. Mentoring logs will document new teachers' progress in the professional teaching standards continuum.
- On- going informal and formal observations throughout the course of the year will provide us with information to assess pedagogues' strengths and weaknesses in order to build capacity and plan school-wide, grade level professional development as well as individual coaching cycles.
- Implementation of the Teacher Effectiveness tool will allow administrative staff to evaluate effectiveness in pedagogy.
- Professional Development will be provided in the components of the Readers and Writers Workshop for all new and experienced teachers in need of additional support in this area.
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- Data from Inquiry Team research will be used to strengthen teaching and learning practices
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- Lunch and Learn Sessions will be offered to all teachers in need of additional support in effective practices of teaching and learning as per informal and formal observations.
- New teachers will attend Acuity/ARIS System Training sessions in order to facilitate the access to valuable data from predictive and instructionally targeted assessments for planning and teaching. Inquiry team members and all teachers will continue to use the collaborative tools in the Acuity/ARIS System.
- Scheduling grade level common planning time will allow teachers to meet by grade levels to analyze grade level data, align curriculum and instruction.
- Individual coaching cycles using the teacher effectiveness tool will be offered to all new teacher and all experienced teachers in need of additional support.

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

D. Timeline

- September 2011-June 2012
- DRA-September 2011
- DRA-May 2011
- Itemized Test Analysis (ITA) November 2011
- Predictive Assessment February 2012
- Itemized Test Analysis (ITA) May 2012

Projected Gains

1. Grade 3 – 5 students will demonstrate a 2% decrease in the number of students performing at level 1 and 2 on the ITA administered November 2011.
2. Grade 3 – 5 students will demonstrate an additional 2% decrease with a total decrease of 4% of students performing at level 1 and 2 on the Predictive Assessment administered February 2012.
3. Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 5% of the number of students performing at level 1 and 2 on the ITA administered May 2012.

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.
- Parent coordinator will conduct workshops for parents on literacy services available in the school and community
- Parents will be encouraged to volunteer in our school
- Parents will be encouraged to participate in technology workshops
- Parents will be invited to literacy celebrations and performances throughout the year
- Parents will be invited to monthly award celebrations
- Parents will be invited to Mother's and Father's Day Programs
- Parents will be invited to Parent Curriculum Night and open school events
- Parents will be provided with written and verbal progress reports periodically to keep them informed of their children's progress
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events

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

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

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.

Phipps Afterschool Program supports our instructional program from 3:00 – 5:30 PM from Monday-Friday. Students from grades kindergarten – grade 5 are eligible for this afterschool program. Homework support and small group activities in reading and writing are offered.

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.
  - The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group literacy instruction in order to promote literacy development. Two groups have been targeted in grades 3 thru 5 for this purpose- Enrichment (high level 2s and 3s) and Tutorial (level 1s and low level 2s). In kindergarten thru grade 2 students are targeted based on academic needs.
  - A Response to Intervention teacher funded through Title 1 support flexible grouping and small group instruction during the literacy periods. Additional Intervention Programs have been purchased to support targeted Response to Intervention Tier 2 students.
  - NYSTL library funds will be used to purchase additional library books for our school library.
  - Fair Student funds have been allocated to purchase high interest leveled library books for all classroom libraries and leveled fiction/non-fiction guided reading books.
  - NYSTL software funds have been allocated to purchase computer software in order to support differentiated instruction.
  - NYSTL funds have been allocated to purchase document cameras to enhance instruction through modeling and analyzing student work to inform instruction.
  - Title 1 and Children First Funds will be allocated for After-School Programs to strengthen literacy skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program.
  - Instructional materials will be purchased to support test preparation in all component of the NYS English Language Arts test.
  - School-wide attendance systems, as per our attendance plan, will ensure that all students meet the 94% attendance goal.
  - Title III Funds will be allocated to support ELL students in the development of literacy.

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

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.

Current performance trends indicate a positive trend in overall academic achievement for the past several years. The results of the Grade 3, 4 and 5 Mathematics State Test indicate a slight decrease in the number of students performing at level one and small increase to 56.4% of students performing at levels 3 and 4. Even though our performance gains in Mathematics demonstrated positive gains this did not follow through with our progress scores on the Progress Report for 2010-2011. This was especially evident in the lowest third quadrant.

Math All Students (Grades 3-5)

	Level 1		Level 2		Level 3		Level 4		Level 3&4	
	#	%	#	%	#	%	#	%	#	%
2008	10	5.5	39	21.3	113	61.7	21	11.5	134	73.2
2009	2	1.2	19	11	119	68.8	33	19.1	152	87.9
2010	9	4.8	78	41.3	75	39.7	27	14.3	102	54
2011	4	2.1	81	41.5	99	50.8	11	5.6	110	56.4

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.

A. Strategies/Activities

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

addressing grade level benchmarks and expectations.

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

B. Staff and other resources

Responsible Staff Members

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

Resources

- The Extended Day Program will provide targeted students with an additional 50 minutes of small group Mathematics instruction in order to promote Mathematics skills. Two groups have been targeted for this purpose- Enrichment (high level 2s and 3s)) and Tutorial (level 1s and low level 2s)
- Response to Intervention Mathematics teachers supports flexible grouping and small group instruction during the Mathematics periods. Additional Intervention Programs will be purchased to support targeted Tier 2 students.

- Funds have been allocated to purchase Mathematics libraries in all classrooms.
- A Math coach supports all teachers in strengthening the teaching of the Math Workshop Model.
- Title 1 and Fair Student Funding will be allocated for After-School Programs to strengthen Mathematics skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program and students who are meeting the standards are invited to our Enrichment After-school Program. Special needs and English Language Learners will also be supported in our After-School Programs.
- Instructional materials will be purchased to support Mathematics test preparation.
- NYSTL funds have been allocated to purchase one and two computers per classroom, one printer, and software that support mathematics development.
- Our attendance committee evaluates effective procedures to ensure that all students meet the 90% attendance goal in order to improve our school's daily attendance.
- School Budget and school funds will be allocated for awards and celebrations acknowledging outstanding achievement in academics, effort, attendance, and behavior.
- An ESL teacher supports all English Language Learners providing mandated services as per Commissioner Regulation Part 154.
- All special needs students meet their Math goals as per their individualized educational plan.
- Title III allocated funds for After-School Programs support ELL students in the development of Mathematics.
- The Pupil Personnel Committee evaluates and discusses all students not meeting grade level standards at monthly meetings.

C. Steps taken to include teachers in the decision-making regarding the use of academic assessments

- The administrative staff and faculty analyzed summative and formative data in order to determine student's strengths and areas in need of improvement.
- The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.
- Administrative staff analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- Individual teachers use data to set annual and interim goals.
- The administration of Mathematics assessments (Baseline, mid-year, and end of the year assessments, Everyday Math Unit Tests, Math Predictive Tests, and Instructionally Targeted Assessments) throughout the year will allow all teachers to address the needs of the students. The results of these assessments inform daily instruction and our professional development.
- A school-wide data driven plan including a data-based management system in Mathematics has been instituted to monitor students' progress and ensure achievement of our goal by June 2012.
- The teachers gather and analyze data of sub-groups (grades, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.

- The use of disaggregated data by genders and ethnicity has allowed all staff members to address the needs of different subgroups.
- The implementation of the following school-wide binder systems has provided all teachers with an organized and systematic way of using data to inform instruction:
    - Data Performance binders
    - Differentiated instruction binders
    - Individual conference binders
- The implementation of school-wide color-coded student work folder and notebook systems in Mathematics has allowed us to track student academic progress and their performance in Math units of study.
- The continuous updating of data has allowed teachers and administrators to monitor student progress and plan further intervention to meet the needs of individual students.
- The curriculum teams composed of administrative staff, coaches, and grade leaders with the purpose of analyzing grade level data in alignment with curriculum and goals.
- Aris and Acuity System will be used to access valuable data from predictive and instructionally targeted assessments for planning and teaching.

D. Timeline for Implementation

- September 2011-June 2012

Interval of Periodic Review

- Itemized Test Analysis (ITA) November 2011
- Predictive Assessment February 2012
- Itemized Test Analysis (ITA) May 2012

Projected Gains

- Grade 3 – 5 students will demonstrate a 2% decrease in the number of students performing at level 1 and 2 on the ITA administered November 2011.
- Grade 3 – 5 students will demonstrate an additional 2% decrease with a total decrease of 4% of students performing at level 1 and 2 on the Predictive Assessment administered February 2012.

Grade 3 – 5 students will demonstrate an additional 1% decrease with a total decrease of 5% of the number of students performing at level 1 and 2 on the Itemized Test Analysis (ITA) administered May 2012.

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.
- Parent coordinator will conduct workshops for parents on mathematics curriculum and standards
- Parents will be encouraged to participate in math and technology workshops
- Parents will be invited to math celebrations throughout the year

- Parents will be invited to monthly award celebrations
- Parents will be invited to Mother's Day and Father's day programs
- Parents will be invited to curriculum evening and open school events
- Parents will be provided written and verbal progress reports periodically to keep them informed of their children's progress
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events

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.

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

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

- Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

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.

Phipps Afterschool Program supports our instructional program from 3:00 – 5:30 PM from Monday-Friday. Students from grades kindergarten – grade 5 are eligible for this afterschool program. Homework support and small group activities math are offered.

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.
  - The Extended Day Program will provide targeted students with an additional 50 minutes of small group Mathematics instruction in order to promote Mathematics skills. Two groups have been targeted for this purpose- Enrichment (high level 2s and 3s)) and Tutorial (level 1s and low level 2s)
  - Response to Intervention Mathematics teachers supports flexible grouping and small group instruction during the Mathematics periods. Additional Intervention Programs will be purchased to support targeted Tier 2 students.
  - Funds have been allocated to purchase Mathematics libraries in all classrooms.
  - School funds will be allocated for city-wide professional development for teachers and coaches in Mathematics development.
  - A Math coach supports all teachers in strengthening the teaching of the Math Workshop Model.
  - Title 1 and Children First Funds will be allocated for After-School Programs, Vacation and Saturday Programs to strengthen Mathematics skills for targeted students. Students who are not meeting the standards are invited to our Tutorial After-school Program and students who are meeting the standards are invited to our Enrichment After-school Program. Special needs and English Language Learners will also be supported in our After-School Programs.
  - Instructional materials will be purchased to support Mathematics test preparation.
  - NYSTL funds have been allocated to purchase one and two computers per classroom, one printer, and software that support mathematics development.
  - Our attendance committee evaluates effective procedures to ensure that all students meet the 94% attendance goal in order to improve our school's daily attendance.
  - School Budget and school funds will be allocated for awards and celebrations acknowledging outstanding achievement in academics, effort, attendance, and behavior.
  - An ESL teacher supports all English Language Learners providing mandated services as per Commissioner Regulation Part 154.
  - All special needs students meet their Math goals as per their individualized educational plan.

- Title III allocated funds for After-School Programs support ELL students in the development of Mathematics.
- The Pupil Personnel Committee evaluates and discusses all students not meeting grade level standards at monthly meetings.

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.

By June 2012, students in grade four will demonstrate progress towards achieving state standards as measured by a 5% decrease in students scoring at Level 1 and 2 on the NYS Science assessment

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.

In order to continue to meet our AYP goals students must score in levels 3 and 4 on the Fourth Grade NYS Science Assessment. Since this a cumulative assessment the science curriculum must meet and exceed standards in grades K-5.

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.

A. Strategies/activities that encompass the needs of identified student subgroups

- A forty-five minute period daily alternating weeks will be devoted for science instruction in kindergarten through grade 2, and grade 5. Grades 3 and 4 have 4 periods of science per week to ensure that students have the conceptual understanding and knowledge of the Science content. The Science Workshop will be implemented following the Workshop Model. The Workshop Model will include a mini-lesson, Independent Period, and Share.
- New York State Science Standards including inquiry skills, process skills, and health will be implemented in all grade levels to ensure a standard based curriculum addressing grade level benchmarks and expectations,
- Curriculum calendars are aligned with the New York City Science Scope and Sequence at all grade levels in order to provide consistency across grade levels and sub groups.
- Grade level collaborative planning sessions will be devoted to plan units incorporating the New York City Science Scope and Sequence.
- All classrooms are equipped with Harcourt Science Teacher Materials and Student Materials along with Harcourt Science Equipment Kits, and Science Trade book libraries.
- Students, Teachers, and Parents also have access to the Science e-textbook and activities on-line. Parent workshops are held to assist them in gaining access to the book via the Internet.

- The use of a school-wide analysis of student work protocols will ensure consistency and coherence across grade levels throughout the school.
- Monthly grade level meetings will provide us with valuable information in aligning, data, instructional strategies to needs and goals.
- The integration of technology, such as the use of the Internet, the use of the SMART Boards, and books on CD-ROMs, supports classroom instruction, and science development.
- The use of Science- based criteria charts, rubrics and writing exemplars' charts promote writing in the content area.
- The formation of science lab groups based on performance levels promotes cooperative learning, inquiry skills, and hands on science investigations.
- The monitoring of active student engagement throughout the lesson and assessing students' work raises student accountability for producing quality work.
- The involvement of students in assessing their own learning and communicating progress towards achieving goals supports student understanding of weaknesses and goals for academic improvement.
- The sharing of goals and curriculum with parents promotes parental involvement and science development.
- Science lab stations are designed for students to experience science exploration.
- Inquiry based units emphasize the following process skills: classifying, communication, comparing and contrasting, creating models, gathering and organizing data, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing and predicting

B. Staff and other resources used to implement these strategies/activities

Responsible Staff Members

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

Use of Resources

- The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group science instruction in grade 4 in order to promote science development. Two groups have been targeted for this purpose- Enrichment (levels 3 and 4) and Tutorial (levels 1and 2)
- Response to Intervention teachers support flexible grouping and small group instruction during the science periods. Additional Intervention Programs have been purchased to support targeted Tier 2 students.
- Funds will be allocated to purchase science library books for all classroom libraries and leveled non-fiction guided reading books.

All classroom libraries have been refurbished and enhanced with new bookcases and carpets, colorful labels and an emphasis on non-fiction texts.

- NYSTL funds will be used to upgrade the Technology equipment. A Technology grant purchased SMART Boards for each classroom to enhance Science instruction.
- Instructional materials will be purchased to support test preparation in all components of the NYS Science Assessment.
- Our attendance committee evaluates effective procedures to ensure that all students meet the 94% attendance goal in order to improve our school's daily attendance.
- The implementation of our Science Harcourt Program now in grades K-5 will provide consistency in curriculum and assessment across grade levels.

C. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- The administrative staff and faculty analyzed summative and formative data in order to determine student's strengths and areas in need of improvement.
- The administrative staff and faculty analyzed and tracked sub-group data in order to plan intervention.
- Administrative staff analyzed data to evaluate school level goals.
- Teams and individual teachers created assessments to monitor instruction and curricula effectiveness.
- Administrative team and faculty developed tools to analyze patterns in student performance to make curriculum and instructional decisions.
- Individual teachers use data to set annual and interim goals.
- The administration of science assessments throughout the year will allow all teachers to address the needs of the students. The results of these assessments will inform daily instruction and our professional development.
- The teachers gather and analyze data of subgroups (grade, subjects, and special population) to identify trends, track progress, strategically adjust classroom level curricula and make instructional decisions.
- The use of data will be used to plan school-wide, grade level, and class standards-based lessons.
- The use of disaggregated data by genders and ethnicity will allow all staff members to address the needs of different subgroups.
- The implementation of the following school-wide binder systems will provide all teachers with an organized and systematic way of using data to inform instruction:
    - Data Performance binders
    - Curriculum binders including a section for Science
    - Differentiated instruction binders
    - Individual conferences binders
- The implementation of school-wide color-coded student work folder and notebook systems in science will allow us to track student academic progress in science.
- Continuously updating of data will allow teachers and administrators to monitor student progress and plan further intervention to

meet the needs of individual students.

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

D. Timeline for implementation

- September 2011-June 2012

Interval of Periodic Review

- NYS Science Sampler Assessment January 2012
- NYS Science Sampler Assessment May 2012

Projected Gains

- Grade 4 students will demonstrate an additional 2% decrease with a total decrease of 4% of students performing at level 1 and 2 on the NYS Science Sampler Assessment administered January 2011.
- Grade 4 students will demonstrate an additional 3% decrease with a total decrease of 5% of the number of students performing at level 1 and 2 on the NYS Science Sampler Assessment administered May2011.

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.
- Parent coordinator will conduct workshops for parents on mathematics curriculum and standards
- Parents will be encouraged to participate in math and technology workshops
- Parents will be invited to math celebrations throughout the year
- Parents will be invited to monthly award celebrations
- Parents will be invited to Mother's Day and Father's day programs
- Parents will be invited to curriculum evening and open school events
- Parents will be provided written and verbal progress reports periodically to keep them informed of their children's progress
- Parents will receive monthly calendars to keep them informed about school activities, workshops, and instructional events
- Parents will be encouraged to attend trips and community events related to content area curriculum

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.
  - All pedagogues will be certified
    - All new teachers hired will be certified
    - Attendance at hiring fairs to obtain highly qualified teachers from other schools
    - Teachers not certified will obtain the necessary requirements to obtain their certification
  - All entitled teachers will receive mentoring services
  - Individual teachers' strengths and weaknesses will be identified (by goal setting and monitoring conferences, formal and informal

observations, and Learning Walks)

- Those in need will receive professional development on an individualized or cohort basis
- Those demonstrating strong pedagogy will be
  -Asked to become a Lab site for the grade
  -Encouraged to participate in collegial sharing opportunities
- The literacy and mathematics coaches will provide a well-structured, intensified professional development program to ensure proper implementation of the core curricula
- Supervisors will continually monitor, assess, and modify the instructional and professional development program through:
  -Informal and Formal Observations
  -Learning Walks
  -Professional Development Feedback Forms
  -Needs Assessment
  -Grade Inquiry Meetings
  -Goal Setting Conferences, Mid Year Reviews and End Year Reflection Meetings with Staff
- All pedagogues, both new and experienced, will receive professional development as needed on an on-going basis.
- Mentors will continue to support new teachers to provide support in instruction and classroom management
- Newly hired teachers will receive attention from the Instructional Support/Behavior Management Coordinator on an individualized and small group (based on needs) basis.
- All newly assigned teachers will be "buddied" with an experienced colleague on his or her grade.
- Coaches will provide intensive training in the implementation of the core curricula programs with an emphasis on utilizing good pedagogy.
- Coaches will create Lab sites for teachers to view model lessons in literacy, mathematics, and content areas.

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.

Phipps Afterschool Program supports our instructional program from 3:00 – 5:30 PM from Monday-Friday. Students from grades kindergarten – grade 5 are eligible for this afterschool program. Homework support and small group activities are offered.

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.
  - The Extended Day Program has provided targeted students with an additional 50 minutes (Monday thru Wednesday) of small group science instruction in grade 4 in order to promote science development. Two groups have been targeted for this purpose- Enrichment (levels 3 and 4) and Tutorial (levels 1and 2)
  - Response to Intervention teachers support flexible grouping and small group instruction during the science periods. Additional Intervention Programs have been purchased to support targeted Tier 2 students.

- Funds will be allocated to purchase science library books for all classroom libraries and leveled non-fiction guided reading books. All classroom libraries have been refurbished and enhanced with new bookcases and carpets, colorful labels and an emphasis on non-fiction texts.
- NYSTL funds will be used to upgrade the Technology equipment. A Technology grant purchased SMART Boards for each classroom to enhance Science instruction.
- Instructional materials will be purchased to support test preparation in all components of the NYS Science Assessment.
- Our attendance committee evaluates effective procedures to ensure that all students meet the 94% attendance goal in order to improve our school's daily attendance.
- The implementation of our Science Harcourt Program now in grades K-5 will provide consistency in curriculum and assessment across grade levels.
- Title III funds will be used to support our ELL students in science.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	31	31	**N/A**	**N/A**	5	0	1	1
1	33	33	**N/A**	**N/A**	11	0	2	0
2	34	34	**N/A**	**N/A**	5	0	3	3
3	32	27	**N/A**	**N/A**	12	0	1	1
4	35	32	**5**	**0**	13	0	1	0
5	32	26	**4**	**4**	15	0	1	1
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: **After School Program** **3- 5**	**Our third –fifth grade students will receive additional support services (reading and mathematics) in small groups two times a week from 3:00 PM until 5:00 PM. Teachers received training in the use of specialized programs to meet students' individualized needs.** **After School**
At Risk SETSS (Special Education Teacher Support Services) **K-5** **Day Program**	**Children in grades K-5 who have been identified through the Pupil Personnel Committee receive additional at-risk support in reading from the SETSS teacher using both the Wilson Program and Soar to Success Reading Program** **During School**
ELA Tutorial Program **K-5** **Extended Day Program**	**Students in grades K-5 receive supplemental reading instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.** **Monday thru Wednesday**
ELA Enrichment Program **3-5** **Extended Day Program**	**Students in grades 3-5 receive reading and writing instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS ELA standardized test are targeted for this purpose.** **Monday thru Wednesday**
Guided Reading Program **Grades 3-5** **Day Program**	**Students in grades 3-5 receive supplemental reading instruction, in small groups, from Response to Intervention teachers. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive tests, and Developmental Reading Assessments.** **Day Program**
ESL After School Program **At Risk ELL Students in grades 3 – 5**	**At risk ELL students receive small group instruction from an ESL teacher three times a week for two hours. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, reading running records, predictive**

After School	tests, and Developmental Reading Assessments. After School
Mathematics: At Risk Students in Grades 3-5 Day Program	Students in grades K-5 receive mathematics support from the classroom teacher based on Everyday Math Unit tests data. Extra support is given using manipulatives, mathematics games, hands on activities, and problem solving strategies. Day Program
At Risk Students in Grades 3-5 Day Program	Students in grades 3-5 receive mathematics support from Response to Intervention providers prior to the mathematics test in a small group. Students are identified based on standardized test results, item skill analysis, City-Wide Periodic Assessments, and Everyday Math Unit Tests. Extra support is given using skill practice sheets, standard-based skills books, manipulatives, mathematics games, and hands on activities. Day Program
Math Tutorial Program K-5 Extended Day Program	Students in grades K-5 receive supplemental Math instruction, in small groups, from all instructional personnel. Attention is given to individual needs based on data. Children are identified for grouping through standardized test results, informal assessments, Instructionally Targeted Assessments, item analysis, Everyday Math Unit tests, predictive tests, and Developmental Reading Assessments. Monday thru Wednesday
Math Enrichment Program 3-5 Extended Day Program	Students in grades 3-5 receive Math instruction, in small groups, from their respective classroom teachers using a rigorous curriculum including high order thinking strategies and questioning techniques. Students in levels 3 and 4 as measured on the NYS Math standardized test are targeted for this purpose. Monday thru Wednesday
Science: Grades K-5 Extended Day Program	Science instruction is integrated with literacy instruction by using a variety of non-fiction texts. Students received additional hands on instruction focusing on the scientific method and exploration using science stations designed towards meeting the state requirements for proficiency in science. Particular attention will be given to students in grades 3 and 4 as they prepare for the performance part of the state science exam. Monday thru Wednesday
Social Studies: Grades K-5 Extended Day Program	Social Studies instruction is integrated with literacy instruction using a variety of non-fiction texts. Teachers used a variety of instructional materials targeted towards meeting the state requirements for proficiency in this content area. Particular attention is given to grade 4 and grade 5 students as they prepare for the fifth grade Social Studies State exam. Monday thru Wednesday

At-risk Services Provided by the Guidance Counselor: **(Provided by a guidance counselor and SPINS counselor)** **Day Program**	**All students are eligible for counseling services based upon needs, both long term and crisis intervention. Teachers, parents, Pupil Personnel Committee, and supervisors make recommendations for counseling services and outside agency referrals.** **All attempts to facilitate the success of all students are made. Early intervention is crucial to further student achievement both academically and socially. At monthly grade meetings, students requiring intervention are discussed and suggestions are made for remediation. If students require additional services, a teacher completes the appropriate documentation for the Pupil Personnel Committee. Then additional interventions and services are planned as needed.** **Day Program/Extended Day Program**
At-risk Services Provided by the School Psychologist:	**None**
At-risk Services Provided by the Social Worker: **Day Program**	**Students and parents requiring assistance from the school social worker are serviced during the day by the social worker assigned to the IEP Team. Social Worker supports students and families that have been referred by classroom teachers.** **Day Program**
At-risk Health-related Services: **Day Program**	**Students requiring the health and toileting assistance are serviced by health paraprofessionals as required on their Individualized Educational Plans.** **Day Program**

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.

PS 11O PARENT INVOLVEMENT POLICY (PIP)

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.

2011-2012 School Parent Involvement Plan

President: Natividad Soto
Vice President: Amina Mamah-Trawill
Treasurer: Sherrae Rembert
Secretary: Ana Zuniga

PTA Meetings

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

Wednesday, October 19, 2011
Wednesday, November 16, 2011
Wednesday, December 21, 2011
Wednesday, January 18, 2012
Wednesday, February 15, 2012
Wednesday, March 21, 2012
Wednesday, April 18, 2012
Wednesday, May 16, 2012
Wednesday, June 20, 2012

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

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

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

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

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

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

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

Parents were asked to complete a needs assessment at the end of the school year. One of the items asked for parents who are interested in joining the PTA and/or The School Leadership Team. PTA Executive Board and the School Leadership Team members meet monthly. Parents are given a ten- day notice before an election takes place at a general meeting. Parents are given the opportunity to address the association. A ballot election is held and the parents with the most votes are elected to the team. In addition, the President is a mandatory member of the School Leadership Team. Furthermore, the principal as well as the members of the team share any concerns and suggestions to the team for the purpose of school improvement and decision- making. The School Leadership Team reviews the School Report Card, Academic Programs Offered at the school, Review student academic progress and works on continuous updating of the PS 110 Comprehensive Education Plan (CEP).

How will we assess the efficacy of our involvement plan?

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

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 Maria Quail	District 09	Borough Bronx	School Number 110
School Name The Theodore Schoenfeld School			

B. Language Allocation Policy Team Composition ⓘ

Principal Daisy Perez	Assistant Principal Drita Gjongecaj
Coach Jamie Block	Coach Barbara Kotoski
ESL Teacher Ana Serrano	Guidance Counselor Casilla Jones
Teacher/Subject Area Marian Smith/AIS	Parent Natividad Soto
Teacher/Subject Area Maria Tifa/Kindergarten	Parent Coordinator Miriam Chevere
Related Service Provider Sheila Corporan	Other type here
Network Leader type here	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	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	454	Total Number of ELLs	48	ELLs as share of total student population (%)	10.57%

Part II: ELL Identification Process

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

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

1. All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). An informal oral interview is conducted in English, Spanish or native language when necessary. If the HLIS indicates that a child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). Spanish speakers who do not pass the LAB-R in English will be adminstered the Spanish LAB. This assessment is given only one time upon entry into the New York State Public School System, and within 10 days of admission. Ms. Serrano, ESL Certified Teacher, conducts the initial screening, reviews the HLIS and determines children's LAB-R eligibility. She administers LAB-R if any student is eligible for such a test. The Spanish LAB is administered by Ms. Serrano, Ms. Santos, and/or Ms. Tifa. Both Ms. Santos and Ms. Tifa are certified teachers with bilingual extentions. Performance on this test determines the child's entitlement to English language development support services.
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports, the ESL teacher makes sure all students eligible to take the NYSESLAT are administered the four components (Speaking, Listening, Reading, and Writing).

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

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

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

5. After reviewing the Parent Survey and Program selection forms for the past few years, we noticed that the trend in program choices that parents have requested has shifted in favor to the Freestanding ESL program. There are only a few parents whose children are identified as students with special needs who have selected the Transional Bilingual program. Last year, there were only 2 parents who would have preferred bilingual services for their children, yet they did not want to transfer them to another school and accepted the

Freestanding ESL program services.

6. Currently, we offer Freestanding ESL to our English language learners based on parental choice and our student population needs. Parents are given informal sessions by the ESL teacher and the school bilingual Parent Coordinator about their options before and after watching the DVD. They are also given the opportunity to ask questions about programoptions. If parental choice will change in favor of Transitional Bilingual Education and the required number to form such a class/classes will be reached, the school administration will select and hire the highly qualified personnel needed according to NCLB requirements for staff working with English language learners.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ❄ **1** ❄ **2** ❄ **3** ❄ **4** ❄ **5** ❄ **6** ⊙ **7** ⊙ **8** ⊙ **9** ⊙ **10** ⊙ **11** ⊙ **12** ⊙

This school offers (check all that apply):

Transitional bilingual education program	Yes ⊙	No ❄	If yes, indicate language(s):
Dual language program	Yes ⊙	No ❄	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained														**0**
Push-In	8	8	8	8	4	8								**44**
Total	**8**	**8**	**8**	**8**	**4**	**8**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**44**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	**Newcomers (ELLs receiving service 0-3 years)**	40	**Special Education**	13
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	5

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	40	0	13	3	0	3	5	0	5	48
Total	**40**	**0**	**13**	**3**	**0**	**3**	**5**	**0**	**5**	48
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12
Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	13	7	5	3	4	7								**39**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French			1		1									**2**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other	2	2	1	1		1								**7**
TOTAL	**15**	**9**	**7**	**4**	**5**	**8**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**48**

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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

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

3. All teachers strive to help ELLs achieve in learning the English language and the academic material specified in our content area learning standards. Every teacher who teaches subject matter to ESL students is not only a teacher of the content area but is a teacher of English as well. Content areas such as social studies and science are integrated throughout the school day, especially in literacy. The ESL teacher supports the classroom teacher in a push-in model scaffolding the lesson for ELLs. She provides support through modeling, questioning, paraphrasing, feedback and the use of visual aids, graphic organizers, and hands-on activities. Whenever possible, students have authentic experiences that link learning to real world application. The scaffold is then gradually removed as the students independently use the strategies they have learned and demonstrate increased comprehension. Lessons are differentiated by providing multiple opportunities to acquire content subject matter, to process ideas, and to accommodate students' individual needs. Teachers make sure to explicitly link concepts to students' background experience and emphasize key vocabulary. Science and Social Studies books in Spanish are available for newcomers in order to support content area mastering while language acuisition is scaffolded for them to gradually transfer the background to the new target language. Native language support is given also by teachers with bilingual background who are assigned to work with such students during Extended day.
4. Spanish LAB is administered to identified English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for giftedness or learning disability as well as per their language deficiencies.

5. a) At PS 110, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating student's prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, wordsplash relationships, KWL charts, and anticipation guides. A print rich environment, appropriate lower-grade texts or texts that are written for a

A. Programming and Scheduling Information

lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation.

b.) Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ESL student as a buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer.
Vocabulary development, visuals, repetition and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).
c./d.) Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during extended day and after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model. Pair and group work is planned for long term ELLs to ease their frustration and to further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.

6.) Students identified as having special needs are served as per their Individualized Education Plan (IEP). Strategies used for instruction are selected considering different learning styles. Progress is also informally monitored over time and adjustments are made as per their new academic development stage. On Our Way to English, Targeted Reading and Targeted Mathematics are some of the materials used to teach ELLs with learning disabilities. Document camera and Smartboard are also used to increase comprehension input for this student population.

7.) Considering individual needs, our English language learners who also have learning disabilities are supported in both models, Self-Contained Classes and Collaborative Team Teaching. We have all ELLs in grades 4 and 5 in CTT classes. They are given instruction based on grade level curriculum using different strategies for small group instruction as well as conferencing. High order thinking activities and questioning support instruction and students' performance. Our expectation and belief is that these students can achieve as high as students in mainstreamed classes when teachers' pedagogy and effectiveness are in place.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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.

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?

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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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?

8. Using data to improve instruction, our students are also provided with additional instructional support in Math and content area. Progress check and unit test results are analyzed and adjustments are made to address students' weaknesses. Social Studies, Science and Math bilingual glossaries are provided to ELLs to support them with content terminology and/or cognates. Students are also given additional instructional time after school. In order to better help them meet their needs, the after school program runs two times a week for two hours. It is available for the period of October 2011 - May 2012. A certified ESL teacher will provide instruction for these students in English. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, listen, talk, and write with the purpose of enhancing their academic language needed for success. Informal assesments will be constantly used to reassess students'growth to adjust to their progress made and to determine further instructional goals.

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

9. Transitional support will continue for ELL students who have reached proficiency (2 years) on the NYSESLAT by continuing to offer both extended day and after school programs to increase their instructional time. Small groups will be formed for these students to support their reading, writing, mathematics, and content area development. Such students are given extra time when taking state tests as part of their test accomodations.

10. To support English language acquisition for newcomers in lower grades, we will use among others the "On Our Way to English" Program from Rigby which uses a thematic approach to teaching English and provides students with a language and meaningful experience that focuses on vocabulary development. "Step Up to Writing" is another teaching guide we use to improve students' writing skills. Furthermore, a document camera with a LCD projector will be used to allow students to interact with text projected on a large screen.

11. All services will continue for the 2011-2012 school year.
12. All ELL Students are afforded equal access to all school progams. At PS 110 all students grades 3-5 participate in the extended day program. Furthermore, all ELL students are automatically invited to attend the after school programs that are being offered. ELL students are also encouraged to participate in after school music and band programs. Title III funds are used to supplement services for our ELL population. Students are given additional support on reading, writing and math with the goal of accelerating their learning outcomes.

13. Instructional materials and technology are used to support the ELL program. SMART Boards have been installed in all grade 3 to grade 5 classrooms. Document Cameras are also used to support ESL and small group instruction. "New York Ready" has been purchased as a supplement for the after school program. Orbit Shared Reading non-fiction graphic organizers are used to support English Language Learners with content area material. Bilingual glossaries are provided to students to enhance understanding of subject matter in Math, Science and Social Studies.

14. Native language support, when necessary is provided by bilingual teachers and/or paraprofessionals.
15. All required services and supports are grade and age level appropriate. The ESL teacher articulates and plans with classroom teachers and she tailors the units of study to the students' needs. Vocabulary and language development as well as scaffolding strategies are used to support student learning.
16. Newly enrolled ELL students are invited to visit the school before the beginning of the school year to assist in the transition process.

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

E. Parental Involvement

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

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

- Great Expectations for All - workshop

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

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

We also provide our ELLs' and former ELLs' parents with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Common Core State Standards (CCSS) and expectations for our students, Family Literacy and Mathematics Workshops, Field Trips, etc. Parents are also provided with workshops on how to support their children on preparing for the state tests. Ongoing communication with parents that encourages and supports parent participation in issues related to their child's education is done through our school Newsletters, Parent Bulletin Board, Parent Workshop flyers, and Curriculum Meeting. Ms. Chevere, the school parent coordinator outreaches and supports parents on their needs related to their children's education, their questions, and communication with teachers and other school personnel. A survey is given to all parents to assess their needs and to further plan support for them.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. On-going Professional Development is an important part of the teachers, assistant principals, school secretaries, and parent coordinator's efforts to implement our school Language Allocation Policy. The ESL teacher is in constant communication with the monolingual teachers and staff to ensure the success of ELLs in these classes. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them, is an ongoing process in our school. Teachers, Assistant Principals, school secretaries, and the parent coordinator are involved in Professional Development activities in professional planning periods, grade team level meetings. School secretaries and other personnel are provided training on the proper procedures for enrolling English language learners and easing their frustration as they adjust to the new culture and language. Guidance counselors and the mainstream teachers learn about the ELLs' language and academic backgrounds, as well as their emotional needs and cultural behaviors in order to build a relationship of trust with students and to outreach parental support which is crucial to the students' success in school.

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

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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Parents will receive information about learning standards as foundations of what students should know and be able to do in each grade and subject, and learn ways that they can support learning as a family.

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

We also provide our ELLs' and former ELLs' parents with translation services and interpretation services. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. We will ensure that all documents needing translation to parents are translated into Spanish. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language. In addition, several workshops are provided throughout the school year to provide ongoing learning opportunities for parents and families. Such workshops include ESL Workshops, Parent Curriculum Meeting, Common Core State Standards (CCSS) and expectations for our students, Family Literacy and Mathematics Workshops, Field Trips, etc. Parents are also provided with workshops on how to support their children on preparing for the state tests. Ongoing communication with parents that encourages and supports parent participation in issues related to their child's education is done through our school Newsletters, Parent Bulletin Board, Parent Workshop flyers, and Curriculum Meeting. Ms. Chevere, the school parent coordinator outreaches and supports parents on their needs related to their children's education, their questions, and communication with teachers and other school personnel. A survey is given to all parents to assess their needs and to further plan support for them.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		5		2		0		7
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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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: Theodore Schoenfeld		School DBN: 09X110	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daisy Perez	Principal		10/14/11
Drita Gjongecaj	Assistant Principal		10/14/11
Miriam Chevere	Parent Coordinator		10/14/11
Ana Serrano	ESL Teacher		10/14/11
Natividad Soto	Parent		10/14/11
Marian Smith	Teacher/Subject Area		10/14/11
Maria Tifa	Teacher/Subject Area		10/14/11
Barbara Kotoski	Coach		10/14/11
Jamie Block	Coach		10/14/11
Casilla Jones	Guidance Counselor		10/14/11
Maria Quail	Network Leader		10/14/11
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 09x110 **School Name:** The Theodore Scheonfeld School

Cluster: 1 **Network:** CFN 109

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.

At PS 110, 99% of our students whose families speak a language other than English speak Spanish. Our source for this data comes from the Annual School Report Card, which reports that 20% are current or former English Language Learners and less than 1% speak a language other than Spanish. Additionally, as students are registered on site, our ESL teacher is on hand to meet and greet all students and their families in order to ensure that all students eligible for bilingual/ESL programs are identified, assessed and oriented to proper placement in appropriate programs. It is during this period that we are able to identify students whose families may be in need of translation and interpretation services. Our ELL population currently consists of only 10.57% of our school population, yet we provide parents of our former ELLs with translations and interpretation services. Finally, students whose families are in need of translation and interpretation are also identified with the support of our Parent Coordinator and members of our Parents' Association act as liaisons between the home and school. They are an additional resource to help us identify the needs of the families in our school. Translation devices have been purchased in our school to support the translation of all our non-native speaker parents. In addition, the Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation requirements for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

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

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

Part B: Strategies and Activities

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

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

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

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

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

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by members of the staff and by parent volunteers when staff members are unavailable. Additionally, interpretation services will be provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Written translation and oral interpretation services will be provided to families needing these services in a language other than Spanish by parent volunteers who write and speak the same language.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Theodore Schoenfeld School	DBN: 09x110
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one): ❄conceptually consolidated (skip part E below) ✪NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✪Before school ❄After school ✪Saturday academy ✪Other:
Total # of ELLs to be served: 53 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ❄3 ❄4 ❄5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: Additional direct instructional services for English language learners will be given using Title III Funds. An after – school tutorial program will begin on Thursdays and Fridays from November 3, 2011 to April 27, 2012 for a total of 45 sessions to serve ELL students in grades 3-5. Each session is two hours (3:00 pm-5:00 pm). Fifteen ELL students including students with special needs will participate in this program. Different assessment data were analyzed to determine that this target group needs extra support. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between Low Beginning and Advance, while their reading level is often far below their grade level. A certified ESL teacher will provide instruction for these students. Instruction will be given in English while there is support in their native language to add comprehension if necessary. Specific attention will be drawn on expanding their vocabulary, language development, writing and math. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success. The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. Authentic experiences will promote the connection to the real world as they increase their English language proficiency. To support English language acquisition, we will use among others the On Our Way to English Program from Rigby, which uses a thematic approach to teaching English and provides students with a language and meaningful experience that focuses on vocabulary development. Targeted Reading and Targeted Mathematics will be used for ELLs who are at a lower proficiency level. Other materials like Buckle Down, NY Ready will be used to differentiate small group instruction based on students' needs. Furthermore, a document camera with a LCD projector will be used to allow students to interact with text projected on a large screen. The After School Program will be conducted two times a week (Thursdays and Fridays) for two hours. Formal and informal assessments will be constantly used to reassess students' growth with the purpose of determining further instructional goals and curriculum adjustment.

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

Part C: Professional Development
Begin description here: On-going Professional Development is an important part of teacher's efforts to better serve our ELL students at PS 110. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The ESL teacher articulates with the classroom teachers who have English language learners in their classes to discuss topics to be taught as well as best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning, Differentiated Instruction for students at different English proficiency levels, and Quality Teaching for English Language Learners' strategies. The following workshops will be provided for the mainstream teachers who have ELLs in their classes, each workshop for 1 hour: -Teaching Explicit Vocabulary to ELLs – Tuesday, January 17, 2012 (3:45pm-4:45 pm) - Scaffolding Techniques for English Language Learners - Tuesday, January 24, 2012 (3:45pm-4:45pm) - Integration of Language and Content Using Examples from Science – Tuesday, February 7, 2012 (3:45 pm-4:45 pm). Ms. Drita Gjongecaj, Assistant Principal, who is certified in Teaching English to Speakers of Other Languages (TESOL), will be conducting the professional development sessions. She will be paid using Title III funds.

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 • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: We value parent involvement in their children's education as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following: 1. Helping English Language Learners Prepare for the NYS Math Test Wednesday, January 18, 2012 (8:45 am-9:45 am)- Target number of parents: 15 2. Get to Know Our Community Wednesday, February 15, 2012 (8:45 am-9:45 am) Target number of parents: 15 Power Point Presentation to provide parents with more information on other resources they can use to

Part D: Parental Engagement Activities
support their children's education, and to become more active community members. 3. Develop a Family Literacy Program for Parents (ESL) Monday, December 5, 2011 (To continue for 8 sessions on Mondays for a total of 16 hours) Target number of parents is 18. Side By Side book and student workbook will be used. Ms. Serrano, our certified ESL teacher will be teaching ESL and Computer Literacy to parents. She will be paid using Title III funds. The ESL teacher and the Parent Coordinator, Ms. Chevere will reach out to parents through notification letters, flyers, phone calls and they will offer translation/interpretation services to the parents as needed.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		