



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K110

PRINCIPAL: ANNA CANO AMATO

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SUPERINTENDENT: ALICJA WINNICKI

## 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
Anna Cano Amato	*Principal or Designee	
Rolando Garcia	*UFT Chapter Leader or Designee	
Christine Greenwood	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Martina Brudermann	Member/Parent	
Caroline Greenwood	Member/Parent	
Natalia Lorenc	Member/Parent	
Barbara Morales	Member/Parent	
Michelle Mangiaracina	Member/ Teacher	
Michele McLee	Member/ Teacher	
Lisa Pezzella	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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.

As per the 2012-2013 Citywide Instructional Expectations, to engage in more cycles of formative classroom observation and provide teachers with formative feedback using a rubric that supports improved practice in identified competencies and across a common framework; as evidenced by the number of completed Feedback Forms for each teacher.

### **Annual Objective #1**

The Principal and Assistant Principal will conduct five to eight formative observations for each teacher using the following selected components of Charlotte Danielson's *Framework for Teaching* which are relevant to teachers' developmental needs and most support implementation of the Common Core Standards:

- Designing coherent instruction – 1e
- Using questioning and discussion techniques -- 3b
- Using assessment in instruction -- 3d

### **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.

While analysis of our Progress Report indicates positive progress with an overall grade of B, we are cognizant of our need to improve teachers' professional development with the end goal of improving student progress and performance. In addition our most recent Quality Review indicated:

- Refine teaching practices to promote greater consistency in strategically differentiating instruction so that lessons challenge and actively engage students in their learning to produce meaningful work products.
- Establish a cohesive system to align assessments to curriculum for individual students and subgroups to create a clear picture of strengths and needs to differentiate instruction and strategies to expand learning.
- Enhance systems for monitoring progress towards the achievement of short term goals so that timely adjustments can take place across the school to accelerate learning.
- Ensure, across the school, that the practice of providing feedback to students and families about progress is clearly understood and used by them to promote greater learning and increase student outcomes.

In addition, our Learning Survey teacher results indicate the need for more professional feedback with regards to teacher practice.

### **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) key personnel 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.

Provide continued opportunities for the Principal to strengthen and deepen understanding of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* and its selected components for use by the DOE

Provide continued opportunities for the Assistant Principal to strengthen and deepen understanding of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* and its selected components for use by the DOE

Provide additional staff development during grade conferences

- Provide each staff member with discussion opportunities to strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of the Danielson framework
- Provide each staff member with the elements of the selected components, as well as indicators
- Provide each staff member with the rubric assigned to each component
- Provide each staff member the opportunity to self-assess on the selected components of the Danielson rubric

Utilize an evidence-gathering tool for each component to be used during the formative classroom observation

Create and maintain cycles for formative classroom observations centering on designated components

Provide for actionable feedback for each formative classroom observation using the Danielson rubric

- Hold one-on-one conversations, which will enable staff members to reflect on and shift daily practice
- Utilize Feedback Form Template
  - Template comprised of:
    - Strengths of Teacher's Practice
    - Areas for Growth in the Teacher's Practice

Analyze evidence to evaluate progress in completion of goal

- Teacher self-assessments on selected components of the Danielson rubric
- Feedback Forms utilized during conversations following informal observations

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

With informed and improved instruction, teachers will be better able to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will collaborate with the Food Bank of NY to provide meaningful professional development for the teaching staff as they implement Cookshop for Children/Cookshop for Adults and we will utilize Visual Thinking Strategies and use art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills.

## **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.

As per the 2012-2013 Citywide Instructional Expectations, to engage all students in two literacy and two math tasks embedded in rigorous units aligned to the Common Core Learning Standards

### **Annual Objective #2**

By Spring 2013, 100% of students in grades PreK-5 will engage in two literacy performance based assessments and two math performance based assessments aligned to the Common Core Learning Standards.

The foci for literacy and math are as follows:

- Literacy
  - PreK-2:
    - Reading Informational Text Standards 1 & 10
    - Writing Standard 2
    - Speaking/Listening Standard 1
    - Language Standard 6
  - 3-5:
    - Reading Informational Text Standards 1 & 10
    - Writing Standard 1
    - Speaking/Listening Standard 1
    - Language Standard 6
- Math
  - Domain of Focus
    - PreK – K: Operations and Algebraic Thinking
    - 1-2: Number and Operations in Base Ten
    - 3: Operations and Algebraic Thinking
    - 4-5: Number and Operations – Fractions
  - Mathematical Practices
    - PreK – 5: Model with Math and/or construct viable arguments and critique the reasoning of others

### **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.

According to our Progress Report, we received a D in the area of Student Performance. 57.1% of our students achieved a Level 3 or 4 in ELA while 56.5% achieved a Level 3 or 4 in Math. This necessitates better preparation of our students in the literacy and math expectations for each grade. This involves continued alignment of curriculum to the CCLS, as well as continuing to develop a deeper understanding of performance based assessments. In addition, our Quality Review stated that we need to ensure, across the school, that the practice of providing feedback to students and families about progress is clearly understood and used by

them to promote greater learning and increase student outcomes.

### **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) key personnel 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.

Provide continued staff development in understanding the Common Core Learning Standards during grade conferences and Chancellor's Days of Staff Development

Provide continued staff development on performance-based assessment, also known as authentic assessment or alternative assessment, which asks students to demonstrate their skills through open-ended and real-world tasks, during grade conference and Chancellor's Days of Staff Development

Continue our work as a pilot school on performance-based math assessments in grades K-2, and extend the work to grades 3-5

- Support this work in grades K-5 with the assistance of our Achievement Officer, Barbara Lewis and Trish Appel Peterson, Math Instructional Specialist
- Support this work in grade 4-5 with the assistance of Antonia Cameron from *Metamorphosis Teaching Learning Communities*
- Select teachers as Instructional Math Leads
  - K-1 Margaret Kaluza
  - 2-3 LuAnn Fortunato
  - 4-5 Meredith Jose

Provide opportunities for Instructional Math Leads to attend and then turn-key information and knowledge learned during Network and Metamorphosis Staff Development Workshops

Utilize resources, including but not limited to, Exemplars, Common Core Library, and ARIS for the creation and/or selection of literacy and math performance-based assessments

Analyze evidence to evaluate progress in completion of goal

- Teacher-developed units of study aligned to the Common Core Learning Standards, including tasks, activities, and rubrics
- Spring 2013 literacy and math performance based assessments utilized for each grade, pre-kindergarten through fifth grade
- PARCC summative assessments in ELA and Math:
  - Literacy Assessments will emphasize writing effectively when analyzing texts
  - Math Assessments will emphasize applying mathematical thinking and solving problems
  - Administration of Assessments
    - Spring: A performance based assessment with extended tasks requiring application of knowledge and skills
    - End-of-Year: Shorter questions, including multiple-choice items

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Workshops will be held for the parents so as to educate them as to the assessment expectations for their children in the successful completion of literacy performance based assessments and math performance based assessments.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will collaborate with the Food Bank of NY to provide meaningful professional development for the teaching staff as they implement Cookshop for Children/Cookshop for Adults and we will continue our participation in the NYC DOE's Fresh Fruit and Vegetable Program to provide healthy and nutritious snacks three days a week. Better nutrition will help our students become better learners ready to achieve their potential. We will also utilize Visual Thinking Strategies and use art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills. In addition, we will provide for further math professional development for our staff through partnership with *Metamorphosis Teaching Learning Communities*.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

To continue to engage teachers in the collaborative examination of student work through the inquiry process to increase classroom rigor and the effectiveness of instruction

#### **Annual Objective #3**

100% of the teaching staff will engage in looking at student work during collaborative inquiry on Thursday afternoons every two weeks during a 1 hour and 15 minutes period.

#### **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.

Our most recent Quality Review indicated:

- Refine teaching practices to promote greater consistency in strategically differentiating instruction so that lessons challenge and actively engage students in their learning to produce meaningful work products.
- Establish a cohesive system to align assessments to curriculum for individual students and subgroups to create a clear picture of strengths and needs to differentiate instruction and strategies to expand learning.
- Enhance systems for monitoring progress towards the achievement of short term goals so that timely adjustments can take place across the school to accelerate learning.
- Ensure, across the school, that the practice of providing feedback to students and families about progress is clearly understood and used by them to promote greater learning and increase student outcomes.

#### **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) key personnel 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.

Secure a SBO for the creation of a 1 hour and 15 minutes period of collaborative inquiry work

Participate in teacher teams engaging in inquiry to:

- Analyze student work to adjust teaching practice and instructional planning
- Plan Common Core-aligned units to gain familiarity with key instructional practices
- Plan for shifts in instruction

- Review their scope and sequence in light of changes to grades 3-8

- 

Create and utilize a protocol for looking at student work

- Protocol will reflect:
  - High, Middle, Low 1/3 of students
  - Novice, Apprentice, Practitioner, Expert Level of Performance

Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol

Determine next steps for instruction – whole group, small group and individual based on the analysis of student work through the use of the protocol

- Make specific plans for screening/continued screening and tiered instruction and interventions for students as required by New York State's implementation of Response to Intervention (RtI)

Create lesson plans, both unit and individual plans, based on analysis of student work

- Utilize a school-wide RtI plan for each student's academic intervention needs in literacy and math

Share lesson plans, unit plans, rubrics, and curriculum maps on grade/across grade

Analyze evidence to evaluate progress in completion of goal

- Looking at Analyses Sheets of Student Work utilized during Collaborative Inquiry
- Student work – formative and summative
- Students' RtI Plans (Academic Intervention Plans)
- Lesson Plans
- Curriculum Maps
- Rubrics – horizontal and vertical
- Horizontal and Vertical Grade meetings and Agendas.
- Inquiry Teams Agendas

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

With informed and improved instruction, teachers will be better able to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will avail ourselves of professional development opportunities to strengthen teacher practice and inform instruction through Network PD offerings, which includes AUSSIE staff development. We will engage in partnerships with organizations as well:

- *Metamorphosis Teaching Learning Communities*
- *Visual Thinking Strategies*
- *The Leader in Me*
- *Cookshop for Children*
- *Arts Residencies – Young Audiences of New York, Theatre for a New Audience, Dancing Classrooms, BRIC/Art/Media/Brooklyn, Park Avenue Armory*
- *Trout Unlimited*
- *Music and the Brain*
- *IACE – Italian American Committee on Education*
- *French Embassy*

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

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

To increase parental/family involvement through the efforts of the parent coordinator and staff so as to ensure that parents are our partners in the education of their children.

### **Annual Objective #4**

By June 2013, increase participation of parents(family members)/guardians at school events and activities by 10%

### **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.

While the Learning Survey Results, particularly in the area of Engagement, indicated that over 60% of our parents strongly agree/ over 30% agree with the following:

- I feel welcome in my child's school.
- My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways, there is clearly room for improvement.

### **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) key personnel 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.

Utilize the Parent Coordinator to continue to engage and involve parents (family members)/guardians in the school community by working with school administration, staff, PTA, community and OST providers

Invite parents/guardians to September Orientation Meetings to meet with their children's teachers and learn of the expectations for the new grade

Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line on the school website, as well as e-mail blasts

Provide on-going support for ELL parents through translation of materials and translation services at meetings and events

Provide ESL morning classes for adults five times a week

Invite and provide training for parents (family members)/guardians to become Learning Leaders and volunteer their time and talents to our school community

Initiate the PS 110 Helping Hands program to provide opportunities for parents (family members)/guardians, who are non Learning Leaders, to volunteer

Create Family Night once a month to promote family involvement in both academic and social activities

Create First Friday mornings to promote family involvement in the classroom

Provide workshops for parents (family members)/guardians on navigating and understanding the use of data in ACUITY and the ARIS Parent link

Conduct workshops by staff in Literacy and Mathematics standards and test preparation

Celebrate students and parents (family members)/guardians by giving awards at PTA meetings and assembly programs

Invite parents (family members)/guardians to serve on committees and volunteer for events, such as the Fall 5 K Run, March Book Fair, and June Walk-a-thon, and Candy Sales

Invite parents (family members)/guardians to chaperone class trips and to attend class publishing parties

Invite parents (family members)/guardians to participate in Cookshop Adults, sponsored by the Food Bank for NY

Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters

Encourage parents (family members)/guardians to become members of the PTA and SLT

Conduct PTA meetings both in the morning and evening to ensure greater parent (family member)/guardian participation

Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home

Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community

Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community

Continue our Marketing Committee composed of family members/guardians and staff to publicize and promote school-wide initiatives and events

Continue our Fund-raising/ Grant Writing Committee composed of family members/guardians and staff to secure additional funding for the school community

Analyze evidence to evaluate progress in completion of goal

- Flyers of workshops and events sent to parents/guardians

- Agendas for the meetings and workshops
- Attendance sheets for PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Strategies and activities that will be implemented to achieve this goal include:

- 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 materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- conduct PTA meetings both in the AM and PM to accommodate parents’ schedules
- provide September Parent/Teacher Orientation to set forth the goals and expectations for the upcoming school year

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will collaborate with the following organizations to help implement strategies/activities to achieve this goal:

- NY Food Bank – Cookshop Adults
- NYC Office of Adult and Continuing Education

- Williamsburg YMCA
- North Brooklyn Development Corporation
- Cool Culture's "Literacy Without Walls"
- Visual Thinking Strategies

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

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

To improve our target attendance for the 2012-2013 school year

### **Annual Objective #5**

By the end of June 2013, to increase our target attendance for the 2012-2013 school year from 95.2% to 95.5%; as evidenced by ATS Attendance reports and the Progress Report.

### **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.

According to our Progress Report 2011-12, we achieved an attendance rate of 95.2%. While we are pleased with this improvement our peer schools averaged an attendance rate of 96.5%. There is, therefore, need for improvement.

### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Discuss importance of attendance and punctuality

- September Welcome letter
- Back to School Orientation Meetings
- School Website [www.PS110K.org](http://www.PS110K.org)
- Parent Handbook
- Parent Teacher Conferences
- PTA and SLT meetings

Announce daily the classes who attained 100% attendance the previous day

Post the daily attendance rate in the main office so the school community can see if we met our daily target rate

Display 100% Attendance Banners outside of classrooms that have achieved this daily goal

Make daily phone calls to those students who are absent and investigate where necessary

- Attendance Aide will make these calls
- Attendance Teacher will conduct attendance outreach
- 

Refer chronic cases of absenteeism to ACS as educational neglect

Enlist the assistance of the Guidance Counselor to help understand the reason for chronic absentees

Log all outreach efforts on a daily absent log sheet as well as the computer

Post monthly graphs of class attendance achievement, as well as the names of those students who achieved 100% attendance

Honor those students and classes with 100% attendance with certificates, awards and incentives

- 100% attendance banner placed daily on doors

Discuss school, grade and class attendance information at each Attendance Committee Meeting, so as to determine what is working and areas in need of improvement

Reach out to CFN Attendance Liaison when necessary

Disseminate and discuss attendance information at Grade Conferences

Discuss individual student attendance with parents/guardians at conferences, particularly at Parent Teacher Conferences in November and March through the use of ARIS

Analyze evidence to evaluate progress in completion of goal

- Daily posting of attendance rate
- Monthly graphing and posting of attendance rate as to class and grade
- Monthly posting of students achieving 100% attendance

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The topic of attendance will be discussed throughout the school year: September Parent Orientation Day, Parent/Teacher Conferences, PTA Meetings, Daily with the Attendance Aide, Website/Facebook. Parents of students with chronic absenteeism will receive additional support from the Attendance Team, and SBST Team, where necessary.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will avail ourselves of the services of our Attendance Team, PTA and SLT to support us in this goal.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA Gr. K-5: 112 Students (Rtl Levels 2 and 3)	Guided Reading, Strategy Lessons, One-on-One Conferencing, Word Work, Interactive Reading and Writing, Shared Reading	Small group, one-to-one	During the school day, After school
Mathematics Gr. K-5: 129 Students (Rtl Levels 2 and 3)	Guided Math, Strategy Lessons, One-on-One Conferencing	Small group, one-to-one	During the school day, After school
Science Gr. 5: 5 Students	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day, After school
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling, Group Counseling – Use of hands-on activities	Small group, one-to-one	During the school day

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All staff members are HQT as defined by NCLB. We will provide professional development opportunities for school staff, which include the following:

- Instructional Cabinet Meetings – Every 2 weeks
- Grade Conferences
- Collaborative Inquiry – Every 2 weeks
- Network PD Opportunities in the following areas
  - Literacy – AUSSIE
  - Math
  - Science
  - Social Studies
  - Response to Intervention
  - Special Education Reform – School Implementation Team
- Consultant PD Opportunities
  - *Metamorphosis Teaching Learning Communities*
  - *Visual Thinking Strategies*
  - *The Leader in Me*
  - *Cookshop for Children*
  - *Arts Residencies – Young Audiences of New York, Theatre for a New Audience, Dancing Classrooms, BRIC/Art/Media/Brooklyn, Park Avenue Armory*
  - *Trout Unlimited*
  - *Music and the Brain*
  - *IACE – Italian American Committee on Education*
  - *French Embassy*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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 with 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Jose Ruiz</b> <b>Margarita Nell</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>110</b>
School Name <b>Monitor School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Anna Cano Amato</b>	Assistant Principal <b>Anna Rocchio</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Dana Raciunas</b>	Guidance Counselor <b>Barbara Morales</b>
Teacher/Subject Area <b>Genevieve LaRiva/Spec. Ed.</b>	Parent <b>Christine Greenwood</b>
Teacher/Subject Area <b>Michelle Mangiaracina</b>	Parent Coordinator <b>Tara Atson</b>
Related Service Provider <b>Nancy Spruill</b>	Other <b>David Fasner/IEP Teacher, SETSS</b>
Network Leader <b>Margarita Nell</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>357</b>	Total Number of ELLs	<b>53</b>	ELLs as share of total student population (%)	<b>14.85%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Upon registering a new student, the pupil Accounting Secretary distributes the Home Language Identification Survey (HLIS) to the students' parents/guardians, which consists of the informal oral interview in English and the native language, and the formal initial assessment. The informal oral interview is conducted by the following pedagogues: Margaret Kaluza (Polish) and Barbara Morales (Spanish) and Dana Raciunas (English). Based on the information on the HLIS, the ESL teacher administers the LAB-R, if necessary, within 10 school days of the child's admittance. If a Spanish LAB-R needs to be administered it is also administered within the required 10 day window by Barbara Morales. In addition, monthly admission and discharge reports are generated and copies are given to the ESL teacher to update records and administer LAB-R's to newly admitted students.

Upon receiving NYSESLAT scores in the spring, the scores are analyzed and student needs in terms of frequency and level of instruction are determined by Dana Raciunas. The following ATS reports are utilized: RLER, RLAT, RNMR, and RMSR. Decisions are then reached as to whether these students' needs will be accommodated in a push in/pull out or both in a free standing ESL model of instruction. Instruction in the four components is provided by both Ms. Raciunas and classroom teachers. In the spring, as per the NYS Testing Calendar, the four components, Listening, Reading, Writing and Speaking, are administered. The children are administered the test according to grade level following the state mandated procedures. The test is administered in a pull-out model throughout the testing period.

There is an ELL parent orientation meeting in late September after the new ELL population has been identified. This meeting consists of discussion of the ELL identification process, the ELL testing program, including LAB-R, interim assessments and NYSESLAT. Translators are available at these meetings and, in addition, a video is shown which further explains program choices. After the orientation meeting the ESL teacher distributes entitlement letters. She ensures that the entitlement letters are distributed, as well as the return of the Parent Survey and Selection Forms. For those parents who cannot attend the meeting, the ESL teacher and the classroom teachers reach out to the parents in person or by phone to ensure the distribution of the entitlement letters and the return of the Parent Survey and Program Selection forms. In addition, the ESL teacher distributes continued entitlement letters to the entitled students. The letters are backpacked home. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices. All parental requests are carefully reviewed by the ESL teacher. If there were a growing desire for TBE we would count the number of children in that specific native language language group. If the number were 15 or more, on or across levels, a TBE class would be opened as mandated. However, this program model has not yet been requested by a sufficient number of parents, nor have the numbers indicated a need for it. Since only the free standing ESL model is offered at PS 110, our Parent Coordinator assists the parents in further choices available in other schools. A review of Parent Survey and Program Selection forms over the last several years indicates that there is a trend toward monolingual instruction for ELLs. This 2011-2012 school year, 9 of 13 Parent Survey and Program Selection forms indicated the desire for a free-standing ESL program as their first choice. These entitlement/continued entitlement letters are kept on file according to year and grade.

If parents choose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	13	8	11	11	4	6								53
<b>Total</b>	13	8	11	11	4	6	0	0	0	0	0	0	0	53

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	37
SIFE	1	ELLs receiving service 4-6 years	16
		Special Education	1
		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	37			16		1				53
Total	37	0	0	16	0	1	0	0	0	53

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	5	2	2	1								16
Chinese	2													2
Russian														0
Bengali														0
Urdu														0
Arabic		2	1	2		2								7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	7	2	5	7	2	3								26
Albanian														0
Other	1	1												2
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>53</b>						

## 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?

Paste response to questions 1-7 here

We utilize a Push-in/Pull-out model to instruct our ELLs. In this organizational model, while pushing-in, the ESL teacher co-teaches with the classroom teacher and confers with a heterogeneous (mixed proficiency levels) ESL group. When pulling-out, children with similar needs are grouped together, especially considering Beginners and Intermediates who are mandated to receive 360 minutes of instruction. Advanced ELLs receive 180 minutes of instruction primarily in a push-in setting.

We deliver explicit ESL instruction through a program of Balanced Literacy. We employ both Readers and Writers Workshops when we push-in. We scaffold in content area instruction as well. When we pull-out, we also use components of the Balanced Literacy program, such as read-alouds, guided reading, interactive writing, etc.

To ensure that ELLs are appropriately evaluated in their native language when necessary, we utilize standardized tests in their native language, for example Spanish. We also utilize translators when necessary, for example Arabic and Polish. These translators will translate the standardized tests for the students who will then respond in their native language. These responses are then transcribed into English for scoring purposes.

Our SIFEs are pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking. We also utilize the Leap Frog program, Lexia and RAZ to develop vocabulary, fluency, and phonics. During our push-in model, SIFEs are given bilingual buddies (peer tutoring) to assist them. They are also given strategy lessons with children who have similar needs.

Our newcomers are also pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking. We also utilize the Leap Frog program, Lexia Reading and RAZ Reading to develop vocabulary, fluency, and phonics. During our push-in model, newcomers are given bilingual buddies (peer tutoring) to assist them. They are also given strategy lessons with children who have similar needs.

Since NCLB now requires ELA testing for ELLs after one year, the instructional plan we employ is similar to the one set in place for our newcomers and SIFEs. However, we also focus on test-taking skills and procedures.

## A. Programming and Scheduling Information

For our long term ELLs, we will continue to support their development through Readers and Writers Workshops, as well as using scaffolding techniques in content area studies. We also confer with classroom teachers and administration so that in certain cases children may be brought to the attention of the Pupil Personnel Team for children at risk.

Teachers of ELL-SWDs provide small group instruction based on need as determined by formative and summative assessments. This differentiation will include such strategies as visual prompts and grade level text material that is more accessible to their learning needs. For example, a Social Studies trade book topic will be presented in various text levels to allow for student accessibility. This in turn ensures access to academic content areas and accelerates English language development because of the student accessibility to the material. In addition, our plan for alternative placement in Special Education is to provide these special needs students with peer tutoring and academic intervention services.

In utilizing a Balance Literacy approach to English Language Arts and the content areas, materials, both curricular and instructional, are provided to differentiate for the ELL-SWDs' needs and instructional level. Scheduling is re-visited daily to allow for changes that will provide these students the opportunities to engage in activities that will address their needs in the least restrictive environment, such as Enrichment Clusters, Arts Residencies, Cookshop and field trips.

For students who have reached proficiency, we provide additional ESL instructional support by conferencing with them during the Push-in model in Readers and Writers Workshops. In addition, students still in need receive other forms of Academic Intervention which includes, but is not limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELLs who have achieved proficiency level will still be provided with their testing accommodations for two additional years so as to give them the support needed to ensure their success. In addition, these students will be invited to attend our Afterschool AIS Program, as well as our Saturday Academy. These programs will continue to further their English development.

Readers and Writers Workshops are extremely beneficial for all our ELL students, especially for newcomers and SIFEs. These models of instruction provide alphabet charts, books, class-made instructional charts and other scaffolds for these students. Newcomers and SIFEs benefit from individual attention provided in one-to-one conferencing between the student and the teacher. In this way, additional individualized instruction is provided. During Writers Workshop, the important facets of word work, phonics, reading and writing are all addressed. During Readers Workshop, reading skills and strategies are addressed. Within the Reading and Writing Workshops, newcomers and SIFEs are given a bilingual buddy which further assists the ELL with comprehension and with the ability to perform tasks. Also, the After School and the Saturday program provide for additional academic interventions.

In addition, all ELLs participate in all program choices in the building, including the Visual Thinking Strategies Program, Arts Residencies, Enrichment Clusters, Cookshop for K-2 grade students, Lunch and Learns and the newly formed Chorus.

### 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:

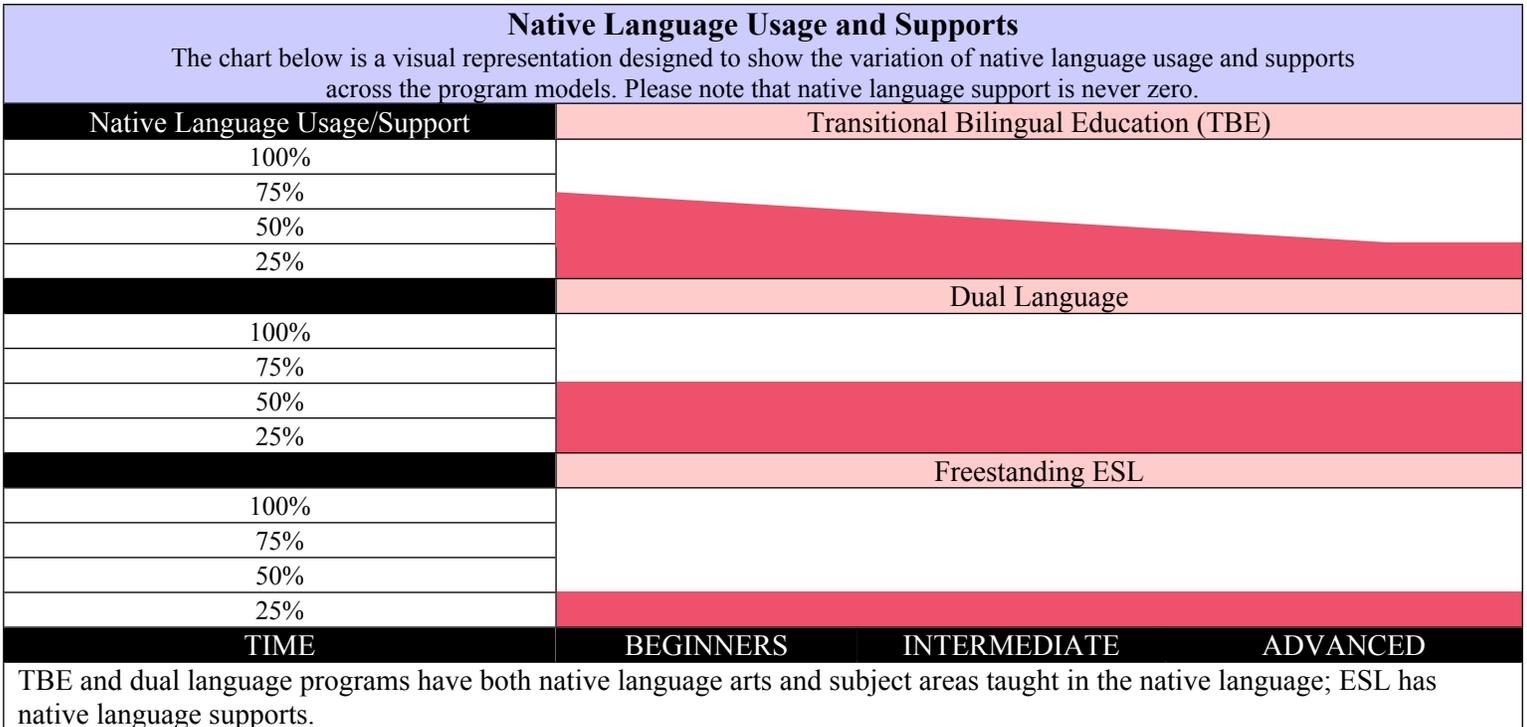
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

As with all our students the ELLs are afforded the same access to our targeted intervention programs in ELA, Math, and other content areas, which includes: small group instruction, both through push-in and pull-out, in the classroom--inclusive of clusters. Small group instruction is based on careful analysis of data which then leads to differentiation of instruction. In addition, ELLs are invited to take part in our Afterschool AIS Program and our Saturday Academy, which specifically offers support for those newcomers, long term ELLs and SIFEs required to participate in standardized testing. These interventions are usually offered in English.

For students who have reached proficiency on the NYSESLAT, we will provide additional ESL instructional support by conferencing with them during the Push-in model in Readers and Writers Workshops. In addition, students still in need will receive other forms of Academic Intervention which will include, but will not be limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELL's who have achieved proficiency level will still be provided with their testing accommodations for two additional years so as to give them the support needed to ensure their success. In addition, these ELLs are invited to participate in our Afterschool AIS Program and Saturday Academy, which will provide these students with the necessary test-taking strategies to support their continued academic achievement.

Students from Kindergarten through second grade participate in Cookshop, a hands on food and nutrition program, as part of their enrichment education. Students in grades three through five participate in our Enrichment Cluster program. All the ELLs select an area of interest and learn about their topic across grade levels. The cluster ends with a Tier III project as delineated in the Renzulli School-wide Enrichment Model. We also plan to strengthen our Learning Leaders program and have them work with ELLs as well.

All ELLs participate in all program choices in the building, including the Visual Thinking Strategies Program, Arts Residencies, Enrichment Clusters, Lunch and Learns and the newly formed Chorus.

Some of the instructional materials used to support the learning of newcomers, long term ELLs and SIFEs include: charts, bilingual dictionaries, the Leap Frog program, Lexia Reading software, RAZ Reading software, and interactive websites, such as StarFall.com and PortaPortal.com, leveled books, Junior Great Books, math manipulatives, maps and pictures for Social Studies and Science, graphic organizers, etc.

Native Language support is delivered to our ELLs through the use of a Native Language Library and peer tutoring. The native language materials include bilingual dictionaries and library books across a variety of genres. In addition, our older students will buddy with our younger students to provide them with support, translators will be utilized in standardized test taking situations, and native language standardized tests will be used when necessary.

We make certain that as we provide services and resources we are taking into account not only the needs of the ELLs, but their ages and grade levels as well.

Newly enrolled ELL students for the upcoming school year will be invited to attend the Summer Success Title III program for ELL

students. The program will be held during the month of July and will include a literacy component with a focus on Social Studies, as well as Math component. Assignments will be project based. In addition, the students will go on various field trips.

Last year, we created an Italian language cluster to which the ELLs are included.

### 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.

Paste response to questions 1-3 here

This year our Professional Development Program will be comprised of 4 in-depth sessions with Gretchen Baudenbacher, instructor with Visual Thinking Strategies. Training dates are September 28, 2011, December 16, 2011, January 27, 2012, and May 25, 2012. These sessions will take place during the school day in-house or in New York City museums. Sessions are 1 1/2 hours in length for a total of 6 hours. The sessions will focus on improving teacher instruction in developing in our ELL students their receptive/expressive language skills, writing skills, and critical-thinking skills. This training will include the Principal, the Assistant Principal, and the Guidance Counselor. In addition, Ms. Baudenbacher will provide an evening of Visual Thinking Strategies for our parents of ELLs.

The Language Allocation Team will meet in September and June to review and make the necessary changes in the policy.

There will be weekly collaborative planning sessions between classroom and ESL teachers across the grades. This will ensure that curriculum is consistent and applied appropriately, providing ELLs with the additional support they need. The guidance counselor will assist staff to help those ELLs as they transition from elementary to middle school. In addition, the work of ELLs and ELLs-SWDs will be analyzed during our weekly Thursday afternoon collaborative inquiry sessions of 37.5 minutes.

The CFN will assist us in providing the necessary 7.5 hours of ELL training for all staff (and the 10 hours for Special Ed. teachers). This training will provide teachers with an understanding of the needs of ELLs, as well as teaching strategies to effectively meet these needs. Agendas and attendance sheets will be maintained for record keeping purposes.

### E. Parental Involvement

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

Paste response to questions 1-4 here

This school year we will continue to improve parental involvement inclusive of parents of ELL's. We will increase parental/family involvement through the efforts of the parent coordinator and staff developers so as to ensure that parents are our partners in the education of their children with the objective of increasing participation of parents at school events and activities by 10%

This is our action plan to accomplish our goal:

- Conduct Parent Survey to assess needs
  - On-line: [surveymonkey.com](http://surveymonkey.com)
  - Paper/Pencil: back-packed home
- Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers
- Invite parents to September Open Houses to meet with their children's teachers and learn of the expectations for the new grade
- Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line
- Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
- Provide ESL classes for adults every morning from 8:30 to 12:30
- Invite and provide training for parents and family members to become Learning Leaders and volunteer their time and talents to our school community
- Create Family Night once a month to promote family involvement in both academic and social activities
- Create First Friday mornings to promote family involvement in the classroom
- Provide workshops for parents on navigating and understanding the use of data in AUCITY and the ARIS Parent link
- Conduct workshops by staff developers in Literacy and Mathematics standards and test preparation
- Conduct workshops by staff developers based on parental needs and interests through the use of Title I funds
- Celebrate students and parents by giving awards at PTA meetings and assembly programs
- Invite parents/family members to serve on committees and volunteer for events, such as the October Fall Fest, It's My Park Day, March Book Fair, June Walk-a-thon, Bake and Candy Sales
- Invite parents to chaperone class trips and to attend class publishing parties
- Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
- Encourage parents/family members to become members of the PTA and SLT
- Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home
- Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
- Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
- Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator

The evidence we will use throughout the year to evaluate our progress towards meeting our goal includes:

- Flyers of workshops and events sent to parents/guardians
- Agendas for the meetings and workshops
- Increased attendance at PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	1	1	1	2								10
Intermediate(I)	5	5	3	0	1	1								15
Advanced (A)	2	4	6	4	2	0								18
Total	10	11	10	5	4	3	0	0	0	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	0							
	I	3	1	0	0	1	1							
	A	1	1	3	2	0	2							
	P	5	14	10	3	6	2							
READING/ WRITING	B	3	2	2	1	1	2							
	I	5	5	5	0	1	1							
	A	2	2	4	4	2	0							
	P	0	7	0	0	3	1							

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

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

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

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

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

Paste response to questions 1-6 here

Our school uses Teachers College Reading Assessments to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue their growth in the English language. For example, while they are transferring word attack skills from their native language to English, their fluency and expressive language must be developed.

The data patterns across proficiency levels and grades reveal that our ELLs' greatest need is in the Reading and Writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs' greatest need is in Reading and Writing, we will endeavor to emphasize Readers and Writers Workshops, shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program. In addition, strategy lessons in Reading and Writing will also be employed to further individualize instruction and assist our students.

Patterns emerging across NYSESLAT modalities of reading/writing and listening/speaking affect instructional decisions by individual classroom teachers and are discussed at grade level conferences, as well as Inquiry Team meetings. The patterns indicate that oral expression and vocabulary development affect students' writing proficiency, as well as their ability to acquire content area material.

ELLs' English language growth is a result of an English immersion model. In addition to classroom and targeted ESL instruction, students who participate in before/after school programs, Saturday Academies, recreational and extra ELL support programs acquire proficiency at quicker rates.

ELL periodic assessments inform teachers and the school leadership of the rate of growth. Results indicate the loss of English language when students are immersed in their native language during the summer months. Upon return to school in the fall, they struggle to "catch up."

Success is evaluated not only by continued growth as indicated by periodic assessments and scores achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.

### 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:** Monitor School

**School DBN:** 14K110

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Cano Amato	Principal		10/31/11
Anna Rocchio	Assistant Principal		10/31/11
Tara Atson	Parent Coordinator		10/31/11
Dana Raciunas	ESL Teacher		10/31/11
Christine Greenwood	Parent		10/31/11
Genevieve LaRiva/Spec. Ed.	Teacher/Subject Area		10/31/11
Michelle Mangiaracina/Gen. Ed.	Teacher/Subject Area		10/31/11
N/A	Coach		10/31/11
N/A	Coach		10/31/11
Barbara Morales	Guidance Counselor		10/31/11
Margarita Nell	Network Leader		10/31/11
Nancy Spruill	Other <u>Related Service Prov</u>		10/31/11
David Fasner	Other <u>IEP Teacher, SETSS</u>		10/31/11
	Other		10/31/11
	Other		10/31/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K110** School Name: **Monitor School**

Cluster: **6** Network: **612**

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

**Part A: Needs Assessment Findings**

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

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish and Polish. There is a small emerging need for Arabic translations. Thus far, oral translations are being provided by one of our Arabic parents who has volunteered her 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.

Again, based on our HILS survey, the number of parents seeking translators for Parent Teacher Conferences and the number of non-English parents attending PTA meetings, PIP workshops, and other related school events, determines that we need a Spanish and Polish oral interpreter. Again, there is a small emerging need for Arabic translations. Thus far, these are being provided by one of our Arabic parents who has volunteered her services. This information was disseminated at a SLT and PTA meeting. With regards to written translations, we avail ourselves of DOE translated documents in Spanish and Arabic. When this is not possible we utilize in-house staff and parent volunteers for the necessary translations. With regards to Polish we rely on in-house staff as the DOE provides few translated documents in Polish.

## Part B: Strategies and Activities

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

Written translations would include:

- Permission slips regarding needed services
- All Principal's correspondences
- Information regarding before and after school programs
- Information on student's academic testing and achievement
- Flyers announcing upcoming meetings and events

Translations will be provided by our in-house school staff and parent volunteers. We will also avail ourselves of the translation capability on our website – [www.PS110K.com](http://www.PS110K.com)

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

We plan to provide Spanish and Polish interpreters for the following events:

- Parent Teacher Conferences
- PIP workshops
- Parent workshops on academic curriculum
- Communication with the parent regarding their child's academic and social success.

This service will increase the parents' access to information regarding their children's educational options, provide for a shared parent-school accountability, and increase the parents' capacity to improve their children's achievements. These services will be provided by our in-house school staff who speak the native languages of Polish or Spanish.

As for the emerging need for Arabic translation, we find that this segment of the school population will bring a English-speaking family member to important meetings and events.

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>.

As mentioned above, any translation and interpretation services not covered by the Dept. of Education will be the responsibility of the school. Therefore, using our in-house personnel and parent volunteers, we will provide for interpretation service for anyone speaking Polish, Spanish, and Arabic, as well as any document translations necessary to ensure that parents are fully informed about all matters concerning their children.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: PS 110 The Monitor School	DBN: 14K110
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 54
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to reduce the number of our Level 1 and 2 ELL students and, as well as to provide for our beginning and intermediate students, we at 14K110 have decided to use the majority of our Title III funds to provide direct instruction through an After School program for our English Language Learners in grades K to 5.

For grades K-5, this intervention will be Mondays and Tuesdays from 3:15 to 4:45 for a total of 21 hours, or 14 sessions, beginning January 29, 2013 and ending April 9, 2013. The After School program will be comprised of no more than 20 students per class. The Saturday Academy will consist of 4 sessions: March 16th, April 6th, 13th, 20th, 2013. The sessions will begin at 9:00AM and end at 12:00PM.

Instruction will be conducted by seven teachers with ESL experience, one of whom holds an ESL license. Grades K-2 will utilize an oral language intervention program published by Rourke Classroom Resources, in addition to the Wilson Foundations Program and the Leapfrog Program. Grades 3-5 will utilize NYSESLAT Preparation materials, as well as ELA and Math Prep materials. This year again we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills as applied to literacy with students responding to nonfiction and informational text.

### Part C: Professional Development

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

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

Begin description here: This year our Professional Development Program will be comprised of 12 in-depth sessions with Gretchen Baudenbacher, our Visual Thinking Strategies Trainer. These sessions will take place during the school day in-house or in New York City museums and will include all classroom teachers. The dates for training are: October 9, 2012 (teachers new to the program), November 19, 2012, November 30th and December 14th 2012. The session on November 19th will be for 1 and 1/2 hours for teachers in K-2. The sessions on December 14th will be 50 minutes each and conducted in classrooms. The sessions will focus on improving teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills in the content areas.

### Part C: Professional Development

### 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: The parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are:

February 13, 2013 -- Family Night 6:30-7:30PM

This session will be conducted by Gretchen Baudenbacher, our Visual Thinking Strategies Trainer.

The rationale for this workshop is to educate parents as to how they can effectively foster their children's language, writing, and critical thinking skills through discussions about art.

April 2013 (Dates TBD) -- NYSESLAT Mornings 9:00-10:00AM

2 sessions will be conducted by Dana Raciunas, our ESL teacher. The rationale for this workshop is to educate parents as to the NYSESLAT and its four components. The sessions will include the opportunity for parents to take part in a mock assessment similar to the grade level of their children.

The parents will be notified via flyers backpacked home, as well as our school website and our Parent Coordinator's weekly e-mails.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>	\$7755.96	Breakdown:  After-school Program  Teachers: 4 tchrs x 14 sessions x 1.5

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>hrs. x \$50.19 = \$4215.96</p> <p>Supervisor: 1 x 14 x 1.5 x \$52.52 = \$1102.92</p> <p>Saturday Academy</p> <p>Teachers: 3 tchrs x 4 sessions x 3 hrs. x \$50.19 = \$1806.84</p> <p>Supervisor: 1 x 4 x 3 x \$52.52 = \$630.24</p>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$2375.00	VTS Teacher PD
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$822.80	VTS Posters  New York Content Reading-Continental Press Grades 3, 4, 5  Price per book \$9.63  Purchase 60 books
Educational Software (Object Code 199)	\$245.00	VTS Website Subscription
Travel		
Other		
<b>TOTAL</b>	\$11198.76	