



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FLORENCE NIGHTINGALE

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

PRINCIPAL: KAREN FEUER

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SUPERINTENDENT: **DANIELLA PHILLIPS**

07-01-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Feuer	*Principal or Designee	
Ellen Gentilviso	*UFT Chapter Leader or Designee	
Ron Nemec	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joshua Ditzion	Member/Teacher	
Diana Lene	Member/Teacher	
Addie Martin-Wat	Member/Teacher	
Betty Rexrode	Member/Parent	
Daniel Becker	Member/Parent	
Lee Berman	Member/Parent	
Laura Carroll	Member/Parent	

** 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.

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

Principal and Assistant Principal will conduct 6-8 systematic mini-observations of 35 teachers (between 210 and 280) using selected domain components of the research-based Charlotte Danielson Rubric specifically but not exclusively aligned to the Citywide Instructional Expectations for 2012-13 (Designing Coherent Curriculum 1e, Using Questioning and Discussion Techniques 3b, and Using Assessment in Instruction 3d) to improve practice in order to raise the average student proficiency and the percent of students at level 3 and 4 in both ELA and mathematics by 5% points.

Comprehensive needs assessment

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

The SLT underscores the school's mission to ensure student proficiency at each grade level for every student and eventual success in college and career. Effective teaching is critical to realizing that mission and is a key lever in influencing student achievement. According to the 2011-2012 Progress Report, the percentage of students at level 3 and 4 in ELA was 56.3 and the percentage of students at level 3 and 4 in math was 69.5. Research has shown that principals who are in classrooms every day have a unique school wide perspective and are therefore, able to provide meaningful feedback designed to improve lessons, management and overall instruction. Through a series of frequent, unannounced samplings of everyday instruction, the Principal and Assistant Principal will be able to gain an accurate view of each classroom. School leaders and teachers can then make meaning of the evidence gathered during a visit, prioritizing areas for development and celebrating progress. Together, the teacher and school leaders identify relevant resources and memorialize concrete, measurable, and time-bound steps the teacher can take to improve practice and impact student learning 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.
- ✓ Teachers develop their own Individual Growth Plans selecting one of three domain components (1e, 3b, 3d); describing what success would look like and developing an action plan towards meeting their goal
- ✓ Principal will meet with each staff member 3 times a year (beginning [October], mid-year [January] and end of year [April]) to analyze and review data, evaluate progress in working towards and meeting instructional goal and/or revising a plan of action.
- ✓ PS 110 joins the Citywide Teacher Effectiveness Implementation Program – Cycle 1 with Cluster 4 beginning in September 2012. The program provides a Talent Coach from the Office of Teacher Effectiveness to mentor Network staff and school leaders. The program includes two school visits and up to six classroom observations
- ✓ Video clips of teaching will be shown at various monthly staff meetings to build a shared understanding of what effective teaching looks like. Our school wide goal continues to focus on using questions and discussion techniques (3b). Therefore, teachers are viewing videos through this lens.
- ✓ Principal and Assistant Principal conduct frequent and systematic mini-observations from October through June (210-280 classroom visits), organizing low-inference evidence to identify areas in need of development, and re-visiting for application of new learning and improvement
- ✓ A tracking system has been designed to capture a record of all observations to date and the domain components that are effective as well as areas in need

- of improvement to inform school wide and individual professional support
- ✓ Principal will encourage and offer professional development opportunities throughout the year aligned to individual staff goals and encourage participation to build capacity in all staff

Evidence:

- Individual Professional Growth Plans for each teacher
- Individual Professional Development Log of Activities Teacher Reflection on the Individual Professional Development Plan
- Documented feedback with actionable and time-bound steps to teachers based on mini-observations
- 2012-13 School Survey: Parent and Teacher Responses to the *Academic Expectations* category (from 7.4 in 2011-12 to 8.0) and continued targeted improvement in responses to questions noted below:
 - 2011-12 NYC School Survey results: 41% of teachers agree and 48% of teachers strongly agree that school leaders visit classrooms to observe the quality of teaching (up from 60% agree and 27% strongly agree in 2010-11)
 - 2011-12 NYC School Survey results: 33% of teachers agree and 26% strongly agree that school leaders give them regular feedback about their teaching (up from 19% agree and 23% strongly agree in 2010-11)
 - 2011-12 NYC School Survey results: 26% of teachers agree and 48% strongly agree that school leaders place a high priority on the quality of teaching at this school (up from 29% agree and 29% strongly agree in 2010-11)
- Progress Report: *Student Performance* category
- Formal and informal classroom observations by Principal and Assistant Principal focusing on Danielson domains using a rubric of practice

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.

PS 110 families were introduced to the Common Core Learning Standards this school year at the February PTA meeting in grades Pre-K through 12th grades. Families were given information about what students should know and be able to do in ELA and mathematics with a focus on the “instructional shifts” teachers need to be making to help children succeed in the topics and skills that matter. Families were also familiarized with the new Common Core curriculum materials ordered for the upcoming 2013-2014 school year. Connections were made between instruction and curriculum.

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).

Using OTPS monies, I provided professional development for staff on instructional shifts and unpacking Common Core Learning Standards.

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.

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

By June 2013, the median adjusted growth percentile for the school's lowest third will increase by 3% to 70.5% (from 67.5%) and will increase for all students by 10% from 51.5% to 61.5% as measured by the New York State Reading Exam.

Comprehensive needs assessment

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

After conducting a needs assessment, the SLT determined that according to the 2011-2012 School Progress Report, the median adjusted growth percentile* for the school's lowest third in ELA was (67.5%), 1.1% points below the average (68.6%) among comparison schools and the median adjusted growth percentile for all students tested was .05% points below the lowest range (52.0%) among comparison schools and needed to be improved.

* While wanting our students to perform at high proficiency levels, we are also aware of our position with respect to peer schools. A student's growth percentile tells us how a student's current test score compares with that of other similar students (in peer schools) whose test scores are similar (a student's academic peer group) to help us understand whether their growth is high, typical or low. Additionally, the disaggregated grade for *Student Progress* on our Progress Report is an F.

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.
- ✓ Data will be collected and analyzed by the Principal and Assistant Principal 4-times a year to track progress and ensure students are improving throughout the year. Data points will include the results of rigorous common core aligned performance tasks (pre, post, end of unit, other evidence) and a system to capture month to month progress in key standards.
- ✓ Identification of Instructional Teacher Leads on each grade level, K – 5 and in special education to support teachers in meeting both the instructional expectations and understanding instructional shifts in teaching
- ✓ Bimonthly instructional lead teacher meetings are designed to support and guide lead teachers in facilitating subsequent grade level meetings
- ✓ Grade level teams will continue to meet twice a week (Grade Team Planning and Collaborative Teacher Team Inquiry Meetings) to update and revise reading, writing and math curricula in alignment with the new Common Core Standards; providing points of access for all students (UDL), designing performance tasks that ensure a range of DOK levels/activities, and looking at the end of unit performance task (student work) to continue to make adjustments to curriculum, assessment and instruction
- ✓ Teachers in grades K – 5 will specifically develop two-Common Core-aligned units of study in reading and writing, which require evidence from texts to write an opinion or argument based essay on an analysis of multiple informational texts
- ✓ Teachers analyze student work to adjust teaching practice and set student learning goals/learning outcomes
- ✓ Teachers administer the TCRWP performance assessments (grades K – 5) aligned to the Common Core standards in reading and writing. Before and after

each unit of study, students perform relevant and authentic tasks designed to inform the teacher of their strengths and needs in order to tailor instruction accordingly.

- ✓ Principal will arrange additional planning time for grade teams to accelerate instructional work and completion of units of study
- ✓ Principal will arrange for vertical team meetings to review, assess and adjust curriculum maps to reflect a continuum and deepening each unit of study in January 2013
- ✓ Principal will work with Network staff to develop performance assessments for staff to use to inform instruction
- ✓ Students (performing below grade level in K – 2 and who scored at a level 1 and 2 on the 2012 ELA exam) are invited/mandated to attend early morning instruction for 37.5 minutes. Teachers in grades 3 -5 are using cohesive materials that assist in targeting areas of deficiency through the implementation of the Common Core State Standards (with new content) during early morning instruction. Teachers in Kindergarten and First Grade will be using Foundations.
- ✓ Six teachers were trained to use Fountas & Pinell's Leveled Literacy Intervention with small groups of students (1:3) in grades 2 – 4 reading below grade level during early morning extended day in December 2012 and will begin the RTI in January 2013
- ✓ Our AIS teacher provides Reading Recovery instruction to 8 of our most struggling first graders
- ✓ PS 110 is partnering with APEX (Asian Professional Exchange) to tutor 4th grade students using Common Core aligned resources in literacy and better prepare them for this year's ELA standardized exam. The program is 10 weeks from 10 – 12 pm.
- ✓ Title III Program (ELL Academy) will begin in January 2013 with up to 25 English language learners to improve vocabulary and writing skills using grade appropriate informational texts
- ✓ Staff participated in a one-day sampler of the *Responsive Classroom*, which is a researched-backed approach to creating a more respectful, learning-focused positive school climate with results that include improved academic achievement, fewer behavior problems and a safe community. All classrooms are using morning meeting and closing circle activities and "chimes." Follow-up school-based professional development included analysis and reflection on *Responsive Classroom* DVDs on topics like: Positive Teacher Language and Time-out. Responsive Classroom lead teachers will be identified and participate in additional training.
- ✓ Purchase of additional leveled texts to update and improve classroom libraries
- ✓ Purchase of additional common-core aligned test preparation materials

Evidence

- ✓ Common Core Aligned units of study with evidence of UDL access for students
- ✓ Performance-Based Assessments (PBAs) that demand a rigorous DOK level such as "flash drafts" of writing genres tied to informational standards
- ✓ Other evidence of performance and students on track to meet unit instructional outcomes
- ✓ Unit and task rubrics
- ✓ Conference notes and evidence of small groups
- ✓ Tracking and monitoring data from Fountas & Pinnell Benchmark Assessments that include results on fluency and comprehension results at least 3 times a year (October, January, May)
- ✓ APEX pre and post tests
- ✓ 2012-2013 Progress Report data
- ✓ Improved 2012-2013 NYC School Survey results in the category of *Safety & Respect**:
 - Students threaten or bully other students (43% indicate once in a while to be reduced by 20%) (P)
 - School staff are disrespectful to students (19% indicate once in a while to be reduced by 10%)(P)
 - I can get the help I need at my school to address student behavior issues (30% of teachers disagree – reduce by 20%)
 - Students in my school are often threatened or bullied (30% of teachers agree – reduce by 20%)

* *Responsive Classroom* is a research and evidence-based approach to building community and ensuring safe and respectful classroom environments. This approach increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. A decrease in problem behaviors allows for continuous and uninterrupted instruction, which then allows for more focused time on learning tasks and experiences.

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 School Leadership Team has established a Common Core Standards Task Force to assist the principal and staff in communicating to parents about the Common Core Standards, instructional shifts in the classroom, data tracking for student performance, and attendance
 - ✓ A series of meetings with families called the Parent Roadmap to the Common Core Learning Standards will launch in February with a broad overview and then a snap shot on the standards in each grade level in ELA and math. A teacher panel will provide a context for what the new standards look like in the classroom.
 - ✓ The Parent Roadmap will continue with two other sessions in April and May.
 - ✓ *Koffee with Karen (monthly meetings in the AM with families by grade level)* from March through June will open with a 15-minute spotlight on the Common Core Standards and a close look at student work, noting the difference between now and previous years before the open meeting begins.

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).
Using Per Session Funds, Instructional Lead Team Meetings were held twice a month to better equip one teacher on each grade to turn key Common Core Learning and Instructional Shifts with their grade team.
- Using Per Diem Funds, substitute teachers were provided to enable grade teams to meet to plan Common Core aligned curriculum and for teachers to attend professional development on Leveled Literacy.
- Using Per Session Funds, a teacher was provided to be in charge of the APEX Saturday Academy.
- Using OTPS, teachers received professional development on *Responsive Classroom* strategies.
- Using OTPS, additional leveled texts and Common Core aligned test preparation materials were purchased.
- Per session funds were used to pay teachers for After School Test Prep in ELA.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

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

By June 2013, the median adjusted growth percentile for the school's lowest third will increase by 8% to 50% (from 42%) and will increase for all students by 11.1% from 53% to 64.1% as measured by the New York State Mathematics Exam.

Comprehensive needs assessment

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

After conducting a needs assessment the SLT determined that according to the 2011-2012 School Progress Report, the median adjusted growth percentile* for the school's lowest third in mathematics was 42% (5% points below the lowest range among comparison schools). By June 2013, the median adjusted growth percentile for the school's lowest third will increase to 47% and will increase for all students by 11.1% from 53% to 64.1% (the average value among comparison schools) as measured by the New York State Math Exam.

*While wanting our students to perform at high proficiency levels, we are also aware of our position with respect to peer schools. A student's growth percentile tells us how a student's current test score compares with that of other similar students (in peer schools) whose test scores are similar (a student's academic peer group) to help us understand whether their growth is high, typical or low. Additionally, the disaggregated grade for *Student Progress* on our Progress Report is an F.

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.
- ✓ Monthly grade level teams, facilitated by Instructional Leads, review the DOE's new Everyday Mathematics (EDM) curriculum crosswalk and alignment with the new Common Core Math standards prior to each teaching unit to analyze and understand the content emphases and whether the standards covered in each lesson are within major, supporting, or additional clusters
- ✓ Instructional Lead teachers (5) spanning grades K - 4 are participating in a grant with math coach Kate Abell to align units of study (and meaningful assessments) to specific common core standards in order to ensure that students engage in the standards of mathematical practice on a daily basis. Each teacher on a grade level will work on math units of study at a cohort level (other schools) and, in some cases, at the school level (with all teachers on a grade). Cycle 1 (October-December) will finalize one unit of study for each grade based on the content domains identified by the DOE's instructional expectations along with a baseline-assessment, share lesson and differentiation ideas, benchmarks for understanding, lesson study and a final assessment at each grade level. Two additional cycles will be scheduled for Jan/Feb and May/June. This work is meant to meet the instructional expectations for teachers in mathematics with participation in 2 of the 3 cycles. Performance-based assessments aligned with the Common Core Standards will be administered in all classrooms to determine whether shifts in instruction have been effective.
- ✓ One 5th grade classroom at PS 110 will be the host lab site for Network supported lesson design and content-focused coaching with Lucy West (using the Guide

to Core issues in Lesson Design). Two additional teachers at PS 110 will observe and participate in doing the math, observation of the lesson, analysis of student work/learning and planning the follow-up lesson.

- ✓ Students will be identified for differentiated early morning extended day math intervention that focuses on correcting students' mathematical misconceptions beginning in January 2013 (for 8 weeks with supplementary *Navigator* curricula: Understanding Addition and Subtraction, Understanding Place Value, Understanding Multiplication and Understanding and Reading Word Problems)
- ✓ All classrooms in grades K – 5 will use at least two Context for Learning units to practice instructional shifts in mathematics and to spend more time on math content emphases standards, which will be the focus of next year's 3 – 8 State tests
- ✓ Math Consultant, Kate Abell meets with grade level teams (K, 1st grade, 2nd grade, and 4th grade) and individual teachers (in first and fifth grades) twice a month from October through May (16+ days) to support instructional shifts in teaching and reorganizing math content to allow for more time to focus on the major work of the grade
- ✓ PS 110 is partnering with APEX (Asian Professional Exchange) to tutor 4th grade students in mathematics using Common Core aligned math materials and better prepare them for this year' standardized exam in mathematics. The program is 10 weeks from 10 – 12 pm.
- ✓ Administration of the new baseline and benchmark ACUITY assessment and periodic tracking of student data to monitor progress
- ✓ Professional development on using Acuity website to develop and create individualized tasks to support meeting standards not met on new baseline, CCS-aligned assessment
- ✓ Purchase of additional common-core aligned test preparation materials

Evidence:

- ✓ Common Core aligned units of study with evidence of UDL access for students
- ✓ Teacher developed or other Performance-Based Assessments (PBAs) that are Common Core aligned focused on emphases standards
- ✓ Other evidence of performance and students on track to meet unit instructional outcomes
- ✓ Unit and task rubrics
- ✓ EDM End of Unit Assessments
- ✓ ACUITY assessment results for progress monitoring
- ✓ Formal and informal classroom observations
- ✓ *Navigator* checkpoints (3) and post-test to assess progress
- ✓ APEX pre and post tests
- ✓ 2012-2013 Progress Report data

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 School Leadership Team has established a Common Core Standards Task Force to assist the principal and staff in communicating to parents about the Common Core Standards, instructional shifts in the classroom, data tracking for student performance, and attendance
 - ✓ A series of meetings with families called the Parent Roadmap to the Common Core Learning Standards will launch in February with a broad overview and then a snap shot on the standards in each grade level in ELA and math. A teacher panel will provide a context for what the new standards look like in the classroom.
 - ✓ The Parent Roadmap will continue with two other sessions in April and May.
 - ✓ *Koffee with Karen* (*monthly meetings in the AM with families by grade level*) from March through June will open with a 15-minute spotlight on the Common Core Standards and a close look at student work, noting the difference between now and previous years before the open meeting begins.

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.

XX Tax Levy _____ Title I _____ Title IIA X 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).
- Per Diem Funding was used to provide substitute teachers in order to enable teachers to attend content-focused coaching with Lucy West.
- Using Per Session Funds, Instructional Lead Team Meetings were held twice a month to better equip one teacher on each grade to turn key Common Core Learning and Instructional Shifts with their grade team.
- Using Per Diem Funds, substitute teachers were provided to enable grade teams to meet to plan Common Core aligned curriculum and for teachers to participate in lesson study with the math consultant, Kate Abell.
- Using Per Session Funds, a teacher was provided to be in charge of the APEX Saturday Academy.
- Using OTPS, intervention materials (Math Navigator) and Common Core aligned test preparation materials were purchased.
- Per session funds were used to pay teachers for After School Test Prep in math.

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.

By June 2013, to close the achievement gap (according to the 2011-2012 Progress Report); PS 110 will increase the percent (of students) at 75th Growth Percentile of self-contained/CTT/SETTS students in ELA from 48.1% to 52.1% and in mathematics from 29.6% to 34%.

Comprehensive needs assessment

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

After conducting a needs assessment, the SLT determined that in response to the recommendation in the 2010-2011 Quality Review to “make urgent the monitoring of instruction and supports for struggling learners, especially students with special needs,” and the call to action of the DOE’s Special Education Reform to create more inclusive and innovative programs for students, PS 110 needed an updated theory of action to accelerate progress and provide targeted instruction and academic intervention to students with disabilities. The School Implementation Team (a subset of the Pupil Personnel Team) is monitoring challenges and successes as well as progress.

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.
- ✓ Students in a new 2/3/4 self-contained classroom were programmed for 19 periods of targeted instruction in key academic areas (ELA, math, social studies) and inclusive (general education or ICT class) programming for the remaining 16 periods per week
- ✓ Entering Kindergarten students with IEPs were programmed for 20 hours of a small class (12:1:1) and SETSS for added academic support - either 5 or 10 periods a week, with the remaining periods in an inclusive general education classroom
- ✓ One first grade special education student was programmed for a small class (12:1:1) thereby creating a bridge K/1 classroom of 5 students for 20 periods a week, 5 periods of SETSS, with the remaining periods in an inclusive general education classroom
- ✓ Students with disabilities are invited to attend early morning extended time for 37.5 minutes for targeted instruction in basic skills
- ✓ Students with disabilities in grades 1, 2, 3, 4 and 5 continue to be re-programmed to receive SETSS in addition to ICT or small class services or AIS
- ✓ Students with disabilities in fourth grade are invited to APEX Saturday Academy in both literacy and mathematics
- ✓ Specific students with disabilities in 3, 4 and 5th grades are invited to Afterschool ELL Academy
- ✓ Students with disabilities in grades 3, and 5 will be invited to attend an afterschool Test Preparation Academy (TPA) beginning end of January 2013 for 20 sessions, two times a week over a ten week period with targeted preparation in either or both ELA and mathematics
- ✓ Implementation of Getting Ready to Learn program a 20 minute sensory-motor-yoga curriculum to further a harmonious classroom, a safe environment for learning, and set the stage for students to reach their highest level of independence in academics in 5 classrooms beginning in February 2013

Evidence

- ✓ Common Core Aligned units of study with evidence of UDL access for students
- ✓ Performance-Based Assessments (PBAs) that demand a rigorous DOK level such as “flash drafts” of writing genres tied to informational standards
- ✓ Other evidence of performance and students on track to meet unit instructional outcomes

- ✓ Unit and task rubrics
- ✓ Conference notes and evidence of small groups
- ✓ Tracking and monitoring data from Fountas & Pinnell Benchmark Assessments that include results on fluency and comprehension results at least 3 times a year (October, January, May)
- ✓ APEX pre and post tests
- ✓ 2012-2013 Progress Report data

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.

- Meetings with families of students with disabilities in self-contained classrooms were held three times a year to discuss at-home strategies for supporting their children's educational growth.
Meetings with families of students with disabilities in Integrated Co-Teaching Classrooms (as well as the entire general education student population) were held three times a year to look at Common Core Standards and instructional shifts in both reading and math.

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.

 X Tax Levy Title I Title IIA X 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).
- Title 3 Funds were used to support after school ELL Academy.
- Per Session Funds were used to pay teachers for ELL Academy
- Using Per Session Funds, a teacher was provided to be in charge of the APEX Saturday Academy.
- Per session funds were used to pay teachers for After School Test Prep in math and ELA.

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.

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.

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.

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.

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).

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	<ul style="list-style-type: none"> • <u>Foundations</u>: (Kindergarten and First Grade) Early morning extended day, 3 days a week for 37.5 minutes in small groups no more than 4 students • <u>Reading Recovery</u> 5 days a week for 18 weeks for 8 - 10 of the lowest readers in first grade, during the school day • <u>Leveled Literacy Intervention</u>, a research-based system to supplement daily instruction with small groups (1:3) students on the same reading level; designed to bring students to grade level performance; intervention is used both before and during school day • <u>Guided reading groups</u>: (Grades 1 - 5), daily in the classroom • <u>Common Core aligned workbook</u> supplement for during early morning extended day, 3 days a 		

	<p>week for 37.5 minutes in small groups</p> <ul style="list-style-type: none"> • Pull out mandated <u>SETSS</u> services that include at-risk students for small groups during readers/writers workshop at least 2 times a week in specific classrooms • <u>ESL Academy for English Language Learners</u> with a focus on writing and oral language acquisition (2 days a week, January – April, 20 sessions) • <u>4th Grade Saturday Tutoring Program</u>, September- May in ELA and mathematics for 2 hours each Saturday, 10-12:00 pm 		
Mathematics	<ul style="list-style-type: none"> • <u>Math Navigator</u> (Grades 3 – 5): Early morning extended day, 3 days a week for 37.5 minutes in a small group of up to 10 students • <u>Guided math groups:</u> (Grades K-5) Early morning extended day, 3 days a week for 37.5 minutes in small groups 		
Science	<ul style="list-style-type: none"> • Early morning small group instruction with a focus on academic vocabulary and reading informational texts, 3 days a week for 37.5 minutes 		
Social Studies			

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Targeted at-risk services provided by the Guidance Counselor and Social Worker to specific students identified through the Pupil Personnel Team process, once a week either small group or individual counseling during the day 		
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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.

Mentor Plan, Tenure Preparation Project, Professional Development (a la Teacher Development Plans)

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	4	9	6	4	3								31
Total	5	4	9	6	4	3	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

Materials that are used at PS 110 are comprehensible to the ELL student and meet their developmental, cognitive, social and cultural needs to encourage language proficiency. Students spend time in language-rich environments in which they observe, touch, listen, talk, and interact with others. Early reading and writing instruction in a print-rich environment is informal and playful and based on oral language activities which lay the foundation for reading and writing. Currently, ipods and other technology that ELLs use to express oral language as well as hear language and apply to writing activities is being used. PS 110 provides a balanced literacy program that teaches skills within the context of meaningful interactions with leveled texts that elicit responses from students about ideas, characters and events. Using children's literature from a wide variety of cultural backgrounds is key to engaging the ELL student. PS 110's classroom libraries include books in students' native language and in the computer lab, ELLs can access easy to follow computer software to improve reading and speaking skills.

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:				

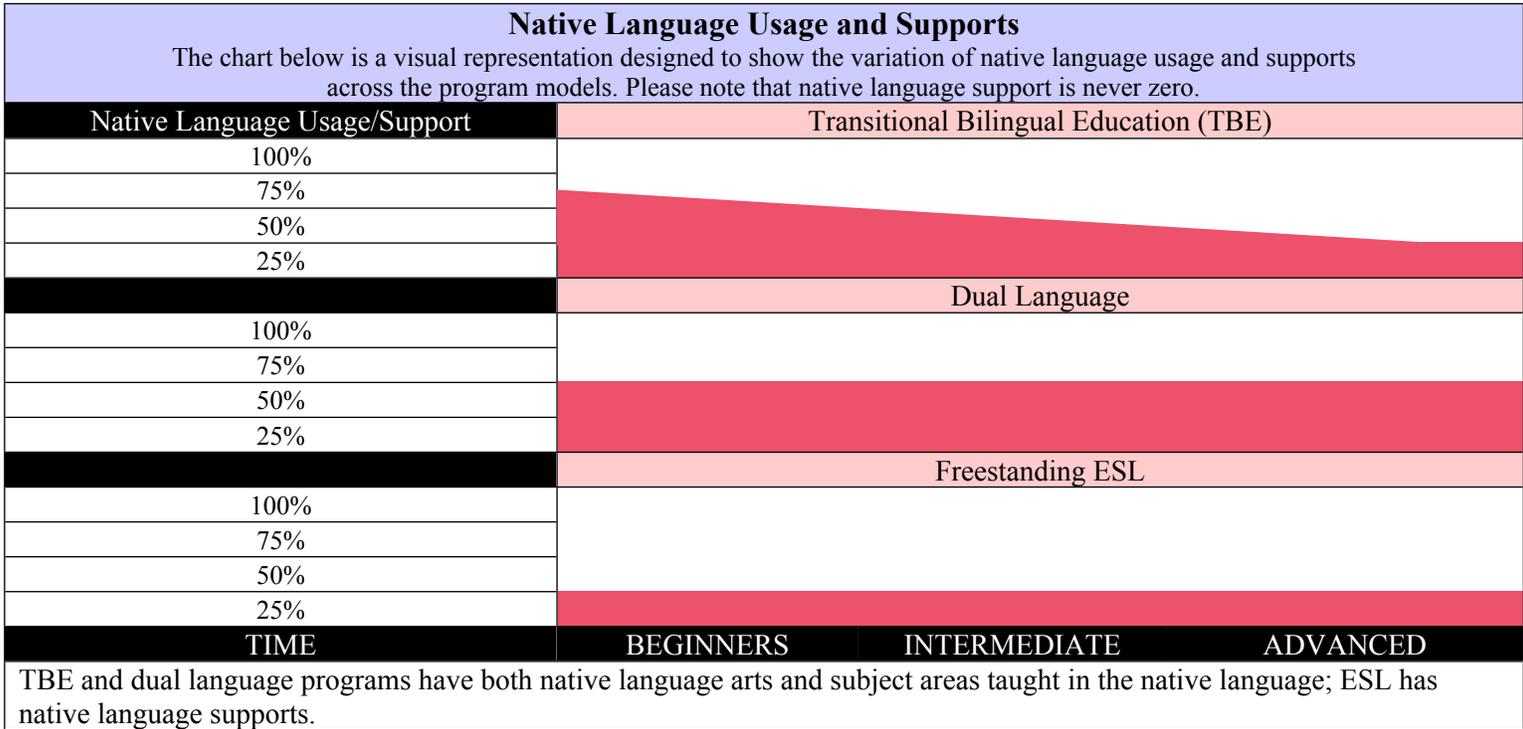
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

1. Communicating Through the Arts.

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

2. Communicating Through Science.

Students will participate in a contextualized approach to learning science tier 2 and tier 3 vocabulary. Through a multi-modal approach that

includes non-fiction reading, video clips, art, writing, speaking, and listening, students will be immersed in the content area of science, specifically life cycles of plants. Through this immersion, students will use higher-order thinking skills to make predictions, inferences, and conclusions about science topics and experiments. By giving students a broad range of resources to immerse themselves in whether through independent, small group, or whole-group work, students will broaden their background knowledge, improve oral and written articulation on a given topic, and simultaneously ask questions and inquire about the content area of science. At the conclusion of the sessions, students will show their growth and new understandings by producing a clear and coherent informative text that uses "precise language and domain-specific vocabulary to inform or explain about the topic" as suggested by the Common Core Learning Standards.

9. Students reaching proficiency on the NYSESLAT remain in their regular classrooms during early morning extended day, throughout the day and may also receive small group instructional support based on classroom assessments from the ESL teacher. The two-year assessment plan for transitional students who have tested out of ESL includes test preparation with their full class along with special accommodations: longer testing times and a separate location from their mono-lingual classmates, use of bilingual glossaries, translated exams when available, and when unavailable (for low-incidence languages), the services of adult interpreters are arranged.

10. Two improvements this year in our ESL program include building capacity in specific classroom teachers with clusters of English Language Learners in their rooms to further enhance/support the English language instruction their students are receiving and greater exposure to mono-lingual class discussions and peer conversation and to offer on-site adult English conversation classes for parents (in February), many of whom have children who are English Language Learners.

11. N/A

12. English Language Learners have equal access to all programs in the PS 110 building. Some of those programs include the on-site, no-fee after-school program, early morning extended-day (37.5 minutes), Afterschool ELL Academy, chess and piano. The on-site, no-fee afterschool program, Youth in Unity is sponsored by Henry Street Settlement and is self-sustaining and separately financed. The program offers "homework help" and other recreational activities.

At the beginning of the school year, tables are set up for parents to obtain information on afterschool programs and flyers are sent home in student backpacks. The Parent Coordinator is readily available to answer questions from ELL parents about programs and to seek translation/interpretation assistance if needed. Afterschool groups are small, so that participation by ELLs in programs ensures individual attention and support from counselors.

13. ESL and classroom teachers use laptops and Google Translate to ensure students' comprehension of the content under discussion and for homework assignments. Written translations of material are printed out for students to study from. Students are also encouraged to use bilingual dictionaries to bridge transitional needs on all assignments. All ELLs use instructional software in the computer lab at least once a week and includes applications such as Raz-Kids., Math Blaster, Reader Rabbit and more. All classrooms have media carts that include elmos and laptops and access to media programming that ensures multi-sensory learning opportunities with access to Brain-Pop, united streaming.org and Discovery and National Geographic websites.

PS 110 uses the NYC core curriculum in social studies and science and has received instructional materials in specific content areas as well as purchasing additional content area specific print materials with NYSLT funding in students' native languages.

14. Student's literacy skills are easily transferred from a first to a second language, therefore we encourage the use of an ELLs native language in our program to build a connection between home and school and enhance second language acquisition by making content comprehensible. Families are encouraged to read and talk to their children in the family's native language if it is strongest. It will give their children the richest possible language foundation and advance both student's native as well as English Language acquisition in academic and social situations enriching their understanding. Peers that speak the same language as an English Language Learner are encouraged to "buddy read" and converse during formal (classroom/library) and informal (lunch/recess) opportunities.

In addition, students may be given projects to do together with a parent or older sibling in the home language. This serves to communicate that maintenance of the home language and native literacy skills are important and also involves family members in the substance of in-school work. Students with sufficient literacy skills use bilingual dictionaries. Oral interpretation, written translation and software in native languages and English is also used.

15. All ESL instruction corresponds to ELLs ages and grade levels.

16. Most newly enrolled ELLs are Kindergartners and our Kindergarten classrooms provide a part-time phase in at the start of the school year. The ESL teacher and Parent Coordinator lead an orientation session while students are in their classrooms during those first two days of school that aims to inform families about the ESL program, demonstrate instructional practices and assists them with any questions they may have.

17. N/A

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

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

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

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

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

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

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

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

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

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

3. Every teacher is involved in Professional Development activities during professional planning periods (once a week), grade level

meetings (once a week), inquiry team meetings (once a week), designated citywide professional development days, and additional half-days (3) specific to PS 110. The ESL teacher is involved in the planning of all professional development to ensure that teachers meet language learners' linguistic and academic needs. Therefore, teachers easily meet the required 7.5 hours of ELL training over the course of the school year. Files of attendance and agendas for these various meetings are maintained by the principal and assistant principal.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

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

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

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

as parent knowledge of reading levels

With support of the Literacy Coach, ESL teacher, and Assistant Principal, teachers will examine assessment results during grade level meetings and prep periods providing information on: reading behaviors, decoding issues, independent and instructional reading levels, accuracy, comprehension, and fluency. Data results will be captured on spreadsheets and input on line. Reading levels and a skill analysis will be used to set student learning goals that will also be recorded on internal templates used for goal setting. The data will be analyzed and SMART goals set and reviewed at grade level meetings. Progress towards meeting goals will be monitored and inform next instructional steps teachers take on behalf of their students. Teachers will continue to review online data and analyze results to inform their instruction while triangulating the data with teacher observations and Fountas & Pinnell results.

Acuity results provides formative data that teachers use to modify or change their instructional practices as well as capturing anticipated student performance on standardized exams; highlighting another opportunity to review class trends and patterns to set new learning goals for students or to reteach concepts not yet mastered by students.

2. Data patterns across proficiency levels on the NYSESLAT reveal that students even in their first year of testing score between advanced and proficient in listening and speaking but that in the modalities of reading and writing, they score at least a level below.

3. While the clustering of ELLs in specific classrooms ensures convenience for the ESL teacher when she pushes in, there may still be a range of ELL abilities. There may be a newly arrived nonspeaker, another ELL whose reading and writing modality exceeds the speaking and listening modality, and yet another ELL who is a fluent speaker but less so with reading and writing. The ESL teacher circulates from student to student and focuses help on each student's modality needs.

The patterns across test modalities (reading/writing and listening/speaking) do affect how the ESL teachers and classroom teachers confer together to plan instruction, targeting individual student needs. Students who excel in the reading modality but not in writing are taught with a greater focus on writing skills and they may be scheduled to participate in a small writing group to address this deficiency. For students with low reading scores, classroom teachers, related service providers, the ESL teacher, intervention specialists, even the science teacher-work more on reading strategies and reading comprehension and especially important for language learners - reading for fluency.

The overall weakness of our English Language Learners in reading and writing has informed our ESL program and the clustering of students on each grade within a particular class with a teacher who is then trained in best instructional strategies. Clustering also encourages the ESL teacher to push-in during key literacy and mathematics blocks, leveraging the time in the classroom with with all age-appropriate ELLs. In addition, second language acquisition has become an area that PS 110 is focusing on in Kindergarten and First Grade to ensure that students receive RTI as early as possible.

4a. The NYSESLAT's requirement that kindergarten and first grade language learners be able to spell precisely and write not only words and short sentences but narratives as well results in there being a lower exit rate in those earlier grades. Classroom teachers often observe that their ELLs' classwork and reading is better than their monolingual peers', and they wonder how those peers would perform on the NYSESLAT. This results in a greater concentration of ESL-eligible children in lower grades. Staff members meet to analyze and address information that the test data provide, but in class we avoid spending precious instructional time on explicit test prep and instead, PS 110 pedagogues concentrate on using content instruction to teach English.

The few students at our school who have received more than three years' services definitely show greater fluency in oracy skills as compared to literacy and are typically classified as ELLs with disabilities and receive special education services as well as ESL. This year we will be intensifying our efforts with students with disabilities in grades 3 - 5 (some of whom are ELLs) and will be providing an targeted after school test preparation program beginning in January.

Any student who doesn't advance in performance levels annually captures the attention of the Pupil Personnel Team (PPT) that meets weekly to discuss at-risk children. Whenever an ELL is on the agenda, the ESL teachers is invited to attend the meeting. As the years of ESL service continue for any individual ELL, the PPT is sure to have discussed and put in place additional interventions for that student, including parent outreach and support.

4b and 4c. PS 110 uses the ELL periodic assessments.

The child's native language is used when possible to scaffold to new information presented in the monolingual English classroom setting. This is done by use of cognates when applicable, and by encouraging and teaching use of bilingual dictionaries. The school has purchased copies of these, and children are taught to make content-specific glossaries for themselves.

5. Our school does not have a dual language program.

6. The ESL teacher are in regular contact with parents of ELLs and classroom teachers, so that they are aware as soon as possible of any difficulties students might be experiencing, and can move quickly to modify instruction to address any deficiencies. Portfolios of student work are kept and analyzed regularly. Dated work is especially helpful to the teachers in establishing progress in language acquisition.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Florence Nightingale		School DBN: 01M110	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Feuer	Principal		1/1/01
Alana Jermanok	Assistant Principal		1/1/01
Millie Candelaria	Parent Coordinator		1/1/01
Colette Luo	ESL Teacher		1/1/01
	Parent		1/1/01
Lauren Bakian	Teacher/Subject Area		1/1/01
Melanie Macioce	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katie Altman	Guidance Counselor		1/1/01

School Name: Florence Nightingale

School DBN: 01M110

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Litrico	Network Leader		1/1/01
Denise Oehl	Other <u>Teacher/SETTS/RR</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Groll **Network:** Litrico 406

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: Florence Nightingale School	DBN: 01M110
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26 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: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In addition to our mandated ESL program, the Title III monies provide PS 110 with the opportunity to conduct supplemental English language instruction to our Kindergarten through fifth grade English Language Learners afterschool, two days a week (Tuesday and Thursday) from December until the middle of April 2013. ELL Afterschool Academy will offer two mini courses that will run simultaneously addressing beginner, intermediate, advanced and extension of service needs of LEP and literacy needs of LEP students. One New York State Certified ESL teacher and one Certified Elementary School Teacher will work with students 3 hours each week over two days. This supplemental instruction will help these students acquire the necessary language skills to be successful in all New York State and Standardized Tests as well as the NYSESLAT. All ELLS will cycle through each of the 2 mini courses listed below.

1. Literature at Play (Thursday)

Over the course of 20 weeks, teaching artists from Making Books Sing and PS 110 teaching staff will lead students in grades K-5 through acting, playwriting and songwriting workshops resulting in the adaptation of a children's book. The course will reinforce students' language and literacy skills through theater and songwriting; foster competence in speaking and listening; increase reading comprehension skills, such as sequencing, making predictions and text-to-self connections, as well as inspiring students to grow as literate, creative and socially aware individuals.

Students will focus on writing to bring books to life. They will hone their writing skills to explicitly include story elements such as setting, character, plot and theme. In addition, as part of the writing and revision process, students will read their written pieces with a peer partner. PS 110 teachers will offer literary feedback and support while teaching artists will assess for craft and theatrical value.

Part B: Direct Instruction Supplemental Program Information

2. Content Area Reading, Research and Writing (Tuesday)

Students will read multiple types of texts and watch video clips to gain rich background knowledge in subjects new to them. Students will then follow their natural curiosities as they arise during reading/viewing and engage in quick forms of research about their topics. Students will then pursue a line of thinking that (in the social studies content area) may carry them back to the past, but then into the present day allowing them to make connections between history/the past and current events.

Students will begin the course with a focus on note taking and will use their notes to generate their own thinking in the content area. Students will then move on to use writing to learn strategies in order to learn new content, such as summarizing, comparing and contrasting, analyzing quotations and more.

Students will also engage in small group work to practice using talk structures, to deepen their thinking about subjects. The unit will require resources, at different levels, so that all students can read texts that they can understand, and read more than one text on a subject, which is essential to developing an awareness of perspective and point of view. Through this contextualized unit, students will immerse themselves in a subject; using various structures and play a role within the classroom research community.

Students will work in small or larger groups work to creatively and accurately present their research findings. End products could range from having students write and publish books to add to classroom libraries or writing and filming a newscast that briefs the audience on the big news stories about the topic. As outlined in the Common Core Standards, students will read/view for main ideas and details and to also explain events and concepts based on specific information from their research. Students will also be expected to use "precise language and domain-specific vocabulary to inform or explain about the topic" as suggested by the Common Core Learning Standards.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: English Language Learners and culturally diverse classrooms are the norm at PS 110. All educators and administrators have both pre-and in-service training opportunities in linguistic and cultural diversity and in principles of first and second language development throughout the year at grade level meetings and staff meetings. The certified ESL teacher and general education teacher attend citywide and university based (Bank Street Language Series) conferences and turn-keys linguistic and cultural information to facilitate learning and to build cross-cultural understandings.

At grade level conferences, the ESL teacher supports classroom teachers focusing on the learning needs of ELL students. The ESL teacher assists classroom teachers in developing strategies that will benefit ELL students and reinforce classroom teaching. Professional Development is important to our learning community and all teachers have participated in workshops provided by the Department of Education, The NYS Education Department, and our CFN 406 Network. Classroom teachers have also worked with NYU's Teachers & Writers Collaborative to increase awareness of English Language Learners and how to further provide them with the appropriate support in the classroom.

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Parent Coordinator, Data Specialist, and Principal will present 3 workshops in collaboration with the School Leadership Team to further educate parents about the Common Core

Part D: Parental Engagement Activities

Standards, expectations for language acquisition, and performance at each level.

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

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

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

Part E: Budget

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

Allocation Amount: \$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"> Per session Per diem 	\$3011.40 \$3764.25	Per session allocation 1 teachers x 20 weeks x 3 hours x \$50.19; 1 teacher x 25 weeks x 3 hours x \$50.19
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	2 @\$75 each = \$150.00	2 Teachers College Workshops: January 25, 2013 and February 4, 2013 Consultant services for teachers to support effective second language instruction
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	\$2526.00 597.15	Education work station for visual aids to promote print rich environments, art materials, notebooks, test preparation, and informational texts

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		at appropriate text levels
Educational Software (Object Code 199)	1151.20	A-Z Kids and Raz Kids licenses`
Travel		
Other		
TOTAL	\$11200.00	