



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 110 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q110

PRINCIPAL: MS. KARYNA TEJEDA, I.A. **EMAIL:** KTEJEDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. MADELENE CHAN

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
Ms. Karyna Tejada	*Principal or Designee	
Ms. Alyssa Crockett	*UFT Chapter Leader or Designee	
Mrs. Miriam Romero	*PA/PTA President or Designated Co-President	
Ms. Ana Marrero	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	
Ms. Johanna Koester	Member/Staff	
Mr. Robert Cornejo	Member/Staff	
Ms. Maria Caba	Member/Parent	
Ms. Jenny Carangui	Member/Parent	
Ms. Nancy Panora	Member/Parent	
Ms. Maricruz Machuca	Member/Parent	
	Member/	

** 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

- By June 2013, 60% of our students (85 out of 140) will be able to read independently Level C books as per the Fountas & Pinnell reading levels and communicate effectively (orally and written) with others.

Comprehensive needs assessment

PS 110Q is a new elementary school in district 24 as of September 2012. The student population is comprised of kindergarten students. Benchmark assessments using Fountas & Pinnell reading inventories were administered in September and October. This goal was generated based on that initial assessment data.

Instructional strategies/activities

Throughout the 2012 – 2013 school year, all students will receive instruction that follows the Whole Language philosophy. They will be engaged in a Balanced Literacy program that encompasses Shared Reading, Independent Reading, Guided Reading, Read Aloud, Writing Workshop, and Word Study.

Our school will administer formal and informal assessments throughout the year to determine the needs of student subgroups. Based on the data, instruction will be provided by classroom teachers, Coach, and the ESL teacher in various settings: Whole class, small group, and one – to – one.

Teachers access the Common Core library, ARIS, and Teacher Page on the DOE website for additional instructional resources. Furthermore, teachers will attend professional development (in-house and off site).

Teachers evaluate the effectiveness of strategies/activities when meeting with the Principal and/or Coach several times throughout the year.

Strategies to increase parental involvement

In an effort to involve families:

- Guided reading books and poem notebooks are sent home daily to encourage students to read daily with their families
- They are invited to special events held at the school such as end of the unit celebrations, publishing parties, and other class/school events
- The school provided a handout with suggestions on activities they can do at home with their children titled: What You Can Do to Support Your Child at Home to Succeed in School
- Students will be assigned homework that will require family input (i.e.: learning personal data, family/cultural history, etc.)

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 X Title I Title IIA Title III Grants X Other

If other is selected describe here:

As a new school we received ARRA-Race to the Top (RTTT) funding which went towards the purchase of laptops for teacher and student use. In addition, some of the funding was used toward the coaches salary.

Service and program coordination

Tax Levy, Title I and ARRA RTT funds are used to support the following:

- Teachers in different license areas were hired to match the school's population. A literacy coach/mentor was hired to conduct in-house professional development aligned to the school's vision and the Common Core Learning Standards and DOE Citywide Instructional Expectations.
- Substitute teachers are hired to provide coverages in order for teachers to attend in-house and off-site professional development workshops.
- Selected teachers participated in Respect for All (RfA) training and turn-keyed the information to the rest of the staff.

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

- By June 2013, 60% of all students (85 out of 140) will develop an understanding of number sense and operations as measured by the Early Childhood Assessment in Mathematics and Pre/Post tasks aligned to the Citywide Instructional Expectations.

Comprehensive needs assessment

PS 110Q is a new elementary school in district 24 as of September 2012. The student population is comprised of Kindergarteners students. This goal was generated based on the initial ECAM administration that took place in September and October.

Instructional strategies/activities

Throughout the 2012 – 2013 school year all students will receive math instruction as prescribed by the TERC Investigations curriculum.

Our school will administer formal and informal throughout the year to determine the needs of student subgroups. Based on the data, instruction will be provided by classroom teachers, and the Coach in various settings: Whole class, small group, and one – to – one.

Teachers access the Common Core library, ARIS, and Teacher Page on the DOE website for additional instructional resources. Furthermore, teachers will attend professional development (in-house and off site).

Teachers evaluate the effectiveness of strategies/activities when meeting with the Principal and/or Coach several times throughout the year.

Strategies to increase parental involvement

In an effort to involve families:

- They will be invited to a Family Math Night focused on activities to support students at home
- Students will take home math games learned in school to play with their family
- Students will be assigned homework that will require family input (i.e.: taking surveys, measuring around the home, etc.)

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:

As a new school we received ARRA-Race to the Top (RTTT) funding which went towards the purchase of laptops for teacher and student use. In addition, some of the funding was used toward the Coach's salary.

Service and program coordination

Tax Levy, Title I and ARRA RTT funds are used to support the following:

- Teachers in different license areas were hired to match the school's population. A literacy coach/mentor was hired to conduct in-house professional development aligned to the school's vision and the Common Core Learning Standards and DOE Citywide Instructional Expectations.
- Substitute teachers are hired to provide coverages in order for teachers to attend in-house and off-site professional development workshops.
- Selected teachers participated in Respect for All (RfA) training and turnkeyed the information to the rest of the staff.

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

- By June 2013, 40% all English Language Learners (24 out of 60) will meet the mid-level Beginner level as measured by the New York State English as a Second Language Test (NYSESLAT).

Comprehensive needs assessment

PS 110Q is a new elementary school in District 24 as September 2012. The student population is comprised of kindergarten students. This goal was generated based on the initial LAB-R results that were administered upon registration as well as the initial observations of students by the ESL teacher.

Instructional strategies/activities

Throughout the 2012 – 2013 school year all ELLs will receive ESL instruction with the ESL teacher in a pull-out/push in program aligned to the Whole Language philosophy and Balanced Literacy program. They will be engaged in Shared Reading, Read Aloud, Writing Workshop, and Word Study.

The ESL teacher will work with a mentor and the Coach on creating lessons that promote English language acquisition. Our school will administer formal and informal throughout the year to determine the needs of student subgroups: Beginner, Intermediate, and Advanced. Based on data, instruction will be provided in various settings: whole group and small group.

Teachers access the Common Core library, ARIS, and Teacher Page on the DOE website for additional instructional resources. Furthermore, the ESL teacher will attend professional development (in-house and off site).

Teachers evaluate the effectiveness of strategies/activities when meeting with the Principal and/or Coach several times throughout the year.

Strategies to increase parental involvement

The ESL teacher will promote family involvement by:

- Allowing students to take home small copies of the Big Books read in class
- Allowing students to take home English/Spanish books home to share with the family
- Students will be assigned homework that will require family input (i.e.: taking surveys of members of the family, share traditions/culture, etc.)

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:

As a new school we received ARRA-Race to the Top (RTTT) funding which went towards the purchase laptops for teacher and student use. In addition, some of the funding was used toward the Coach's salary.

Service and program coordination

Tax Levy, Title I and ARRA RTT funds are used to support the following:

- Teachers in different license areas were hired to match the school's population. A literacy coach/mentor was hired to conduct in-house professional development aligned to the school's vision and the Common Core Learning Standards and DOE Citywide Instructional Expectations.
- Substitute teachers are hired to provide coverages in order for teachers to attend in-house and off-site professional development workshops.
- Selected teachers participated in Respect for All (RfA) training and turnkeyed the information to the rest of the staff.

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.

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:
 - 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.

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).

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"> - Repeated readings of Big Books - Interactive writing - Alphabet work - Use of visual (i.e. pictures) and concrete supports (i.e. manipulatives) - Use multisensory approach in different settings (small group, one to one) - Listening to teacher recorded Big Books and poems read in class - Guided reading 	<ul style="list-style-type: none"> - Small group - One-to-one - Partnerships 	<ul style="list-style-type: none"> - During the school day
Mathematics	<ul style="list-style-type: none"> - Use of math manipulatives to bridge the concrete to the abstract - Differentiate recording sheets - Adjust number range - Scaffold activities over several lessons 	<ul style="list-style-type: none"> - Small group - One-to-one - Partnerships 	<ul style="list-style-type: none"> - During the school day
Science	<ul style="list-style-type: none"> - Repeated readings of non-fiction Big Books and picture books - Use of visual (i.e. pictures) and concrete supports (i.e. objects) 	<ul style="list-style-type: none"> - Small group - One-to-one - Partnerships 	<ul style="list-style-type: none"> - During the school day

	<ul style="list-style-type: none"> - Use multisensory approach in different settings (small group, one to one) 		
Social Studies	<ul style="list-style-type: none"> - Repeated readings of non-fiction Big Books and picture books - Use of visual (i.e. pictures) and concrete supports (i.e. objects) - Use multisensory approach in different settings (small group, one to one) 	<ul style="list-style-type: none"> - Small group - One-to-one - Partnerships 	<ul style="list-style-type: none"> - During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

As a new school we are required to hire staff with an 18D committee comprised of the school administration, members of the UFT, and the Children's First Network. In the search for qualified staff, our foci were teachers:

- With multiple certifications (i.e. CB + SE, ESL + CB, BIL+SE)
- Willing to learn: teachers will be expected to continue to acquire and apply different teaching techniques, and learn a different teaching approach
- Reflective: teachers will self-evaluate lessons/discussions and delivery in order to modify instruction to meet student needs
- Effective communicators: teachers must demonstrate the ability to actively listen to others and express their thoughts clearly with adults and children
- Collaborators: teachers will work within grade and across grade colleagues in developing curriculum, special projects, assemblies, whole school activities, etc.
- Motivated and Invested: teachers will show initiative in actualizing the school's vision and helping students perform to the best of their ability
- Flexible: teachers will be willing to take on multiple roles to support the school's vision (i.e.: classroom teacher and service provider, classroom teacher and grade leader, etc.)
- Professional: teachers will conduct themselves in a professional manner (i.e.: dress code, speaking tone, punctuality, open to critique, etc.)

In order to help support students in their learning, our teachers will receive New Teacher Mentoring and ongoing professional development in understanding curriculum and the implementation of our school's instructional approach. In-house staff development will be conducted by the Coach and Principal during the school day and after school (funding permitting). In addition, teachers will attend workshops offered by the Network and the DOE. All new DOE teachers will be provided mentoring two times a week during the school day.

To identify the strengths and needs of teachers, the administration and coach will frequently visit classrooms throughout the day to observe and assess staff development needs.

The Principal will conduct professional development on the Danielson Framework for Teaching and will use it to guide

**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) 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 (or a dedicated staff person) 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:

- providing parents a menu of workshop topics to be offered during the school year
- supporting or hosting Family Day events;
- encouraging parents to become trained school volunteers;
- developing parents to become School Leadership Team members
- 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;
- affording parents the opportunity to complete surveys/feedback forms of workshop topics
- providing math courses to parents to build their content knowledge in order to support their children at home
- providing a mid-year progress report to parents describing their child's progress towards meeting June standards
- acquiring parent feedback

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;
- aligning field trips and excursions to the current units of study and Common Core Learning Standards;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Margarita Nell	District 24	Borough Queens	School Number 110
School Name P.S. 110 - DRAFT			

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

Principal Karyna Tejada	Assistant Principal N/A
Coach Suk Albino	Coach N/A
ESL Teacher Elizabeth Fraser	Guidance Counselor N/A
Teacher/Subject Area N/A	Parent Miriam Romero, PTA President
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader N/A	Other N/A

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	6
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	139	Total Number of ELLs	59	ELLs as share of total student population (%)	42.45%
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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. [i](#)

1. At registration, the parents of students entering the NYC public school for the first time are provided with the Home Language Identification Survey (HLIS) form in their native language. A licensed pedagogy, Ms. Fraser-ESL, Ms. Albino-CB, or Ms. Tejada-Principal/Bilingual pedagogue, assists parents with completing the HLIS and conduct an informal interview of the parent and child. Based on the responses provided by the parent on the HLIS and the informal interview the ESL Teacher determines eligibility for LAB-R testing. The ESL teacher then administers and hand scores the LAB-R within the first ten days of admittance. Students whose parents indicate Spanish as the dominant language on the HLIS are also tested with the Spanish LAB. Parents are informed about placement using the hand scored results of the LAB-R (and Spanish LAB where applicable). Students who are entitled to ELL services and are placed in groups according to their score on the LAB-R: Beginner level (360 minutes), Intermediate level (360 minutes), Advance level (180 minutes). Students who score Proficient on the LAB-R are not entitled to ELL services. Ms. Fraser is a certified ESL teacher and assists parents with completing the HLIS, conducts initial assessment, and administers the LAB-R on an ongoing basis. When the ESL teacher is not available Ms. Tejada, certified bilingual teacher, or Ms. Albino, common branch, assist with this process. Spanish translation is provided to parents who do not speak by the principal, coach, school aide, or secretary. The coach also translates for Chinese families who speak Cantonese. As a new elementary school with only Kindergarten, there is no NYSESLAT data to review. However, students are frequently assessed to determine their growth along the learning continuum in all content areas and second language acquisition. Spring 2013 will be the first time P.S. 110 students will be assessed on the NYSESLAT to measure their English language proficiency. The principal and ESL teacher will verify all students that are required to take the NYSESLAT exam using the RLER report in ATS (The NYSESLAT Eligibility Roster). The ESL teacher will schedule and ensure all four components (reading, writing, listening, and speaking) are administered according to the guidelines outlined by the NYC DOE and New York State Education Department.

2. Students who score Beginner, Intermediate, or Advanced on the LAB-R are entitled to ELL services. With the hand scores of the LAB-R the ESL Teacher is able to determine who is eligible. Parents of identified students receive an entitlement letter and invitation to attend a Parent Orientation meeting at the school. All letters are mailed and backpacked with students, and provided in the parents' native language. The Parent Orientation meeting consists of a video describing bilingual programs available and is shown in English and in the native language (9 languages are available). The meeting is conducted by the ESL Teacher with the Principal or another member of the school staff who can translate in Spanish. The literacy coach is available to answer questions in Cantonese.

Parent Orientation meetings are held throughout the school year to ensure that all parents are given the opportunity to consider all options and make a selection. Outreach is done to those parents who have not attended in order to schedule a meeting at a time convenient to them.

3. Parents of children entitled to ELL services receive letters (backpacked and mailed) informing them of their child’s eligibility, and are invited to attend a Parent Orientation meeting. Preparations for the meetings are done by the ESL Teacher. During the orientation Program Selection and Parent Surveys are given to each parent to complete at the end of the meeting. Spanish speaking staff members are available to help parents fill out the forms which are also provided in their native language. After parents have considered the choices and made their selection, they are informed of the program the school offers. Copies of the forms are kept on file by the ESL Teacher. Parents who are unable to attend the Parent Orientation meeting are given alternative appointments. P. S. 110 makes every effort to ensure all parents of eligible students have an opportunity to make a program selection.

4. During Parent Orientation meetings parents are informed of the benefits of bilingual programs (ESL, TBE and DL). Children who do not score Proficient on the LAB-R are encouraged to take advantage of bilingual programs. Parents are informed that all students who do not score Proficient on the LAB-R are entitled to ELL services. The parents who selected TBE (11%) elected to keep their children at P.S. 110 upon learning only Freestanding ESL was available for the 2012-2013 school year.

5. After reviewing the Parent Survey and Program Selection forms 89% of the parents' chose Freestanding ESL as the first choice. The remaining 11% chose TBE; no parents chose Dual Language as a first choice. The 2012-13 school year will be the baseline data to determine future trends.

6. P.S. 110 respects and values parental involvement in the decision-making process and therefore aligns school programs with parent requests. This year we are meeting the vast majority of parent’s first choice (89%) by offering a Free Standing English as a Second Language program. Parent choice will continue to be a factor in determining bilingual programs for the 2013 - 2014 academic school year.

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	4													4
Push-In	1	0												1
Total	5	0	5											

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	59	0	4	0	0	0	0	0	0	59
Total	59	0	4	0	0	0	0	0	0	59

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	53													53
Chinese	6													6
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	59	0	59											

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?

1. ELL students receive ESL instruction and services in a pull-out/push in model by a licensed ESL teacher. Eligible ELL students receive one or two periods daily of ESL instruction as per CR Part 154 and LAB-R scores. The proficiency levels are used to group ESL students homogenously at the start of the school year; however, as students demonstrate progress they are moved into heterogenous groups that better meet their language needs as they acquire more English. Changes in groups do not impact the number of minutes of ESL each student receives.

2. All ELLs receive the mandated number minutes of service according to their LAB-R scores: 360 minutes (Beginner and Intermediate level) or 180 minutes (Advanced level) per week. A schedule has been established to ensure that all students receive the correct amount of ESL services. The ESL teacher pulls-out/pushes in on a daily basis to honor all mandates. Bilingual books are available for students to read in the ESL classroom. Native language support is provided when possible.

A. Programming and Scheduling Information

3. The ESL teacher uses realia and varied instructional approaches to teach across content areas. P.S. 110 follows the Whole Language approach which is particularly beneficial for ELLs. The Whole language approach allows for the students to learn and develop English language through context. This approach also encourages students to develop and produce authentic language. Total Physical Response (TPR), manipulatives, visuals and verbal templates are used on a daily basis to promote student involvement and conversation. The ESL class emphasizes the use of scaffolding and differentiation to meet individual student needs and increase language development (Pauline Gibbons, 2002). An emphasis is made on vocabulary (academic language) across themes and content areas.

4. A Bilingual specialist conducts the LAB-R Spanish in order to ensure they are appropriately evaluated. When the specialist is unavailable the ESL Teacher works with a Spanish speaking staff member to administer the Spanish LAB.

5. a.) SIFE: P.S. 110 currently serves Kindergarten students who have less than 1 year in a public school system; there are no SIFE students. As our school continues to grow we will meet the needs of Students with Interrupted Formal Education (SIFE) by providing academic intervention during the instructional day; this includes scaffolding lessons during ESL instruction. Academic intervention will be provided in small groups and individually via pull out and push in models. Furthermore, lessons in all academic settings will be differentiated to include SIFE students in order to afford them access into all topic areas.

b.) Newcomers: When a newcomer student registers at our school, we provide the student with a class buddy to help him/her navigate the school and classroom, and assist during the day. Teachers will communicate with the family regularly to keep them informed of their child's academic and linguistic progress. When P. S. 110 grows to include testing grades, ELLs who will be tested after the one year exemption will be provided with targeted instruction during the school day, and/or before/after school in preparation for standardized testing. Instructional supports will be differentiated and scaffolded to promote second language acquisition.

c.) ELLs (4 to 6 years): Students who have received ELL services for 4 to 6 years will be targeted for academic intervention through differentiated scaffolded instruction, extended day, small group instruction and one to one support in additiona to ESL instruction.

d.) Longterm ELLs: For ELLs who have not been able to achieve a Proficient level on the NYSESLAT after 6 years of ELL services we will create an after school program targeting focused on reading and writing for ELLs. Ongoing assessments will be used to determine scaffolds for lessons. Individualized and additional support in all subject areas will be incorporated in during ESL.

6. Instructional strategies and grade-level materials: Among the instructional strategies used throughout the school year will be the use of graphic organizers, academic language scaffolding, anecdotal records, cooperative learning, guided reading, shared reading, interactive writing, differentiation, and total physical response. Classrooms are stocked with guided reading books across various for readers along the continuum, Big Books (non-fiction and fiction), and manipulatives to support learners in making sense of abstract mathematical concepts.

7. In order to meet the diverse needs of ELLs with disabilities in the least restrictive environment we implement a push-in/pull-out model for ESL instruction. When students are pulled out ESL services are aligned to classroom instruction in order to minimize disruption of the curriculum. In addition, the ESL Teacher works in collaboration with classroom teachers to make sure the specific needs of the children are being met through scaffolded lessons and differentiated instruction. The ESL teacher also offers the classroom teacher strategies, suggestions, and materials for including ELLs in all lessons.

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:

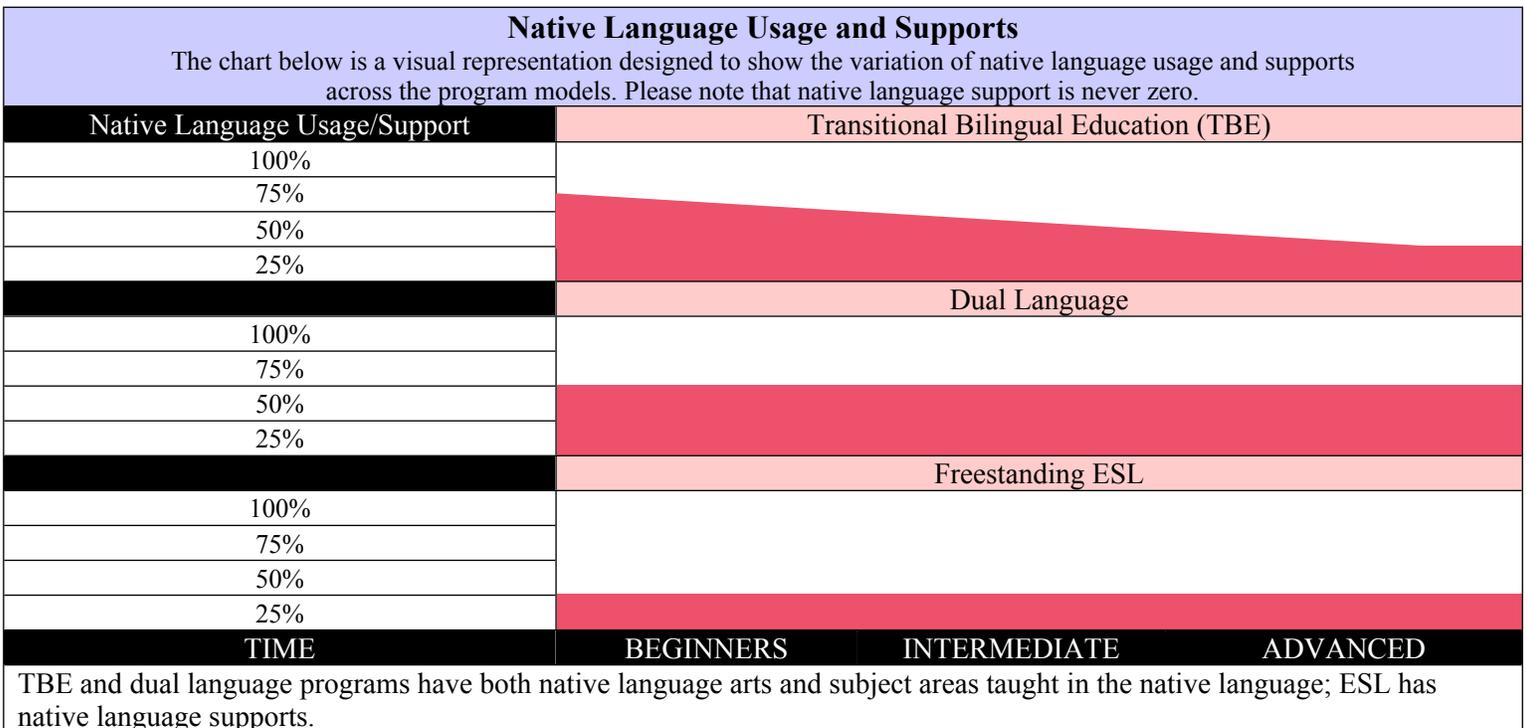
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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?

8. The ESL teacher provides language support in the content areas of science, social studies, math and ELA. As our school continues to grow we will implement targeted intervention programs including Extending Day, after school and Saturday programs funding permitting.

9. To provide transitional support services students will be able to continue to receive Extended Day services. The classroom teacher will be explicit in noting the child's transition and needs and will communicate with the ESL teacher to provide any individualized support needed to make the transition successful.

10. As a new and growing school, P.S. 110 is always seeking ways to expand programs and make improvements. In the 2013-2014 school-year we anticipate additional technology in classrooms and the creation a TBE program.

11. No programs will be discontinued for the following school year.

12. At this time we do not offer after-school programs. Funding and parent interest will determine the types of additional programs offered by the school. Current programs offered are music, movement, art (visual); all of these are offered to all students including ELLs and support English language acquisition.

13. Visual aides, listening centers (tapes and recordings), and computers are used in the ESL classroom to help enrich the learning experience for ELLs. This helps to provide opportunities for ELLs to learn through the four different modalities: reading, writing, speaking and listening, and addresses various learning styles .

14. Native language support is provided to ELLs to draw on their background experiences for content while continuing to improve English acquisition skills (August and Hakuta 1998; Baker 1992, Brisk 199, Calderon 1999). Native language support is evident in all classrooms by providing a set a native language books. Children are allowed to respond in their native language when appropriate in order to foster a comfortable environment. In addition, mixed language ability groups are created to allow children to learn English through peer interaction with the support of the native language. The Principal, one general education and one special education teacher are fluent in Spanish and the literacy coach is fluent in Spanish and Chinese. They fulfill the 25% native language support requirement.

15. Support services and resources correspond to ELLs' ages and grade levels as evidenced by the explanation of programs and services mentioned above.

16. During the summer, P.S. 110 will provide resources to families of newly enrolled ELLs by informing them of community-based programs that offer recreational activities and educational trips. In addition, parents will be provided a listing of New York City resources that support English acquisition.

17. P.S. 110 does not have language electives.

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)?

P.S. 110 does not have Dual Language Program.

D. Professional Development and Support for School Staff

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

1. It is P.S. 110's goal to provide valuable and effective Professional Development and continued growth in our teaching practices. Our ESL teacher participates in 3 weekly professional developments which focus on content based strategies and approaches. Our ESL teacher participates in weekly mentoring session from an experienced ESL specialist and literacy coach. In addition, our ESL teacher will participate in relevant Professional Development opportunities offered by our network and the Office of English Language Learners.

2. As our school continues to grow and we have 5th grade students our ESL staff will be given opportunities to provide students and family with information regarding to their transition to middle school. We will take students on class field trips to various middle schools in the community to prepare students for their new environment.

3. All P.S. 110 teachers participate in Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training. This includes: cultural relevancy in the classroom and response to intervention strategies that work best for ELLs.

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?

1. P.S. 110 is committed to creating a community where parents feel safe and comfortable in expressing their voice and have agency in their child's education.

In addition to the mandatory Parent Orientation meetings held throughout the school year, we will hold meetings with parents to discuss their child's progress and are working to develop interactive workshops to provide parents with information and resources to engage in their child's education. In addition P.S. 110 has hosted cultural and seasonal family events in which parents are invited to watch their children perform poems and songs and celebrate with the school.

2. As our school continues to grow and we are housed in the school community, we are planning to partner with community groups to provide opportunities for our parents such as English language classes, and information about services to meet children's physical, emotional, and social well-being. The opportunities we provide parents will be reflection of their needs and wants.

We are currently working with local schools in the district to provide a more convenient space for our parents to meet .

3. Our school staff is working carefully to foster relationships with parents so parents are comfortable expressing their needs to staff.

The needs of parents are addressed by meeting individually during parent-teacher conferences, at the Parent Association meetings and by sending out a parent survey.

4. P.S. 110's parental involvement activities address the needs of parents because they are in direct response to parent's needs. Meetings are held in both English and Spanish and provide direct opportunities to empower parents in assisting their child in all subject areas. In addition, we send materials to parents regarding social services available to their families. Parents are part of the decision making of the school-50% of the constituency of the School Leadership Team are parents.

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)	38													38
Intermediate(I)	15													15
Advanced (A)	6													6
Total	59	0	0	0	0	0	0	0	0	0	0	0	0	59

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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									0
4									0
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

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

1. Assessment tools used to assess early literacy skills of our Kindergarten ELLs include ECLAS-2, LAB-R, and running records.

The LAB-R (administered within 10 days of their registration to our school) indicated that the majority of the ELLs did not have concepts of print and you could not identify letters. The ECLAS-2 and Running Records based on Fountas and Pinnell levels were administered this school year during the fall. The data indicates there is a range of abilities in our ELL population similar to the general education population (Beginner 65%, Intermediate 25%, Advanced 10%).

Insights from the data have influenced our instructional approach. We are providing instruction in different settings: whole class, small group and individual to address the students' needs.

Furthermore, we are emphasizes instruction through the different modalities by:

- Role playing
- using visual supports (pictures, maps, magazines, charts, concrete artificats (leaves, acorns, pumpkins))
- re-reading of text and the use of the listening center
- using graphic organizers
- differentiated activities

2. P.S. 110 currently does not have NYSESLAT data to analyze. After this school year we will use the NYSESLAT data to evaluate our students' progress, make goals for our students and assess different strategies to effectively help our students grow in English language development.

3. Once we are able to analyze our NYSESLAT data we will look for patterns across modalities to inform our instructional plan. Strategies we may integrate in our instructional plans include:

- Strategic small group work
- Extended Day with a focus on one or more of the modalities
- Individualized support

4. P.S. 110 currently does not utilize the ELL Periodic Assessments. As our school continues to grow we will use the tests results to monitor progress and emphasize areas for improvement through differentiated instruction and scaffolding. The school leadership team will focus on analyzing the data and provide P.S. 110 staff with resources to successfully differentiate and scaffold instruction or ELLs.

5. P.S. 110 does not have a dual language program

6. We will use formal assessments as well as informal assessment to accurately evaluate our ELLs progress including inquiry based assessment. In addition we will use NYSELAT results to evaluate the success of our programs for ELLs. We will use the information provided across modalities to guide specific instruction and professional development for staff.

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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.

P.S. 110 is a new school and only has a kindergarten population. We are an overflow site for different school zones in Corona. We are currently housed outside of our District, 24. P.S. 110 is enthusiastic about our growth and involvement with the community as we expand to a K-5 school that will be housed in the local community of Corona.

P.S. 110's Inquiry team is focusing ELLs while examining and analyzing their writing. By focusing on ELLs at the beginner, intermediate and advanced levels teachers are constantly analyzing and reflecting on best teaching practices in order to best meet the needs of of ELLs.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karyna Tejada	Principal		
	Assistant Principal		
	Parent Coordinator		
Elizabeth Fraser	ESL Teacher		1/11/13
Miriam Romero, PTA President	Parent		1/11/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Suk Albino	Coach		1/11/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q110 School Name: PS 110

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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.

PS 110Q strongly believes in the home-school connection and the importance of parental involvement to support student academic achievement. Data on spoken and written languages is collected upon registration from both the parent/guardian and the child via the Home Language Identification Survey (HLIS). PS 110Q sends home DOE notices in all of the languages indicated in our data: English, Spanish, Chinese, Urdu, and Bengali. School notices written by school staff members are translated into Spanish and sent home with the English version. In addition, all staff have been provided with the information for calling an interpreter with the DOE Translation and Interpretation Unit. Notices to families may include information about upcoming events, workshops, meetings, and their child's academic achievement status.

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.

The Home Language Report indicates that we currently have 140 students on register representing 6 languages: English (33.6%), Bengali (.7%), Chinese (3.6%), Mandarin (1.5%), Spanish (60%), and Urdu (.7%). English Language Learners (ELLs) as identified by the Language Assessment Battery (LAB-R) make up 42.9% of the student population. It is important that we translate documents as much as possible to ensure that we have an informed body of parents.

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.

PS 110Q translates all school letters, flyers, and teacher created documents for parents/guardians into Spanish. In addition, we utilize the School Messenger voice system as a follow up to notices sent home with students; messages are recorded in English and Spanish. The translated versions of documents are provided simultaneously with the English versions. Our goal is to keep our families informed and to encourage their participation in the learning process by offering translated documents. In collaboration with the PTA a monthly newsletter, in both English and Spanish, will be provided to all families with information about upcoming events.

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.

PS 110Q uses staff members to provide oral translation services to families in Spanish and Chinese (Mandarin). Additional oral translation services are provided through our partnership with United Healthcare for Parent-Teacher Conferences in November and March. Because of the range of languages represented by our community, teachers have also been provided with the Department of Education Translation and Interpretation Services information; this department offers translation in over 150 languages by phone. Additional translators may be hired through the vendor THE BIG WORD.

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>.

PS 110Q will provide parents whose primary language is Spanish with written notification of their rights regarding translation and interpretation services. PS 110Q posted all notices contained in Chancellors Regulation A-663 next to the main office entrance. The School Safety Agent has also been provided with the Language Card with the contact number for the Translation and Interpretation Unit.

