



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FLORENCE NIGHTINGALE
DBN (i.e. 01M001): 01M110
Principal: KAREN FEUER
Principal Email: KFEUER@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Betty Rexrode	Member/ Parent	
Andrew Breen	Member/ Parent	
Lee Berman	Member/ Parent	
Alice Glick	Member/ Teacher	
Eileen Krater	Member/ Teacher	
Addie Martin-Wat	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 and actively supporting teacher growth.

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 2012-2013 Progress Report, the percentage of students at level 3 and 4 in ELA was 49.4 and the percentage of students at level 3 and 4 in math was 57.6. To improve student performance, we recognize a two-pronged need: (1) to support teachers in using new math and ELA curricula effectively with the goal of ensuring that students meet the demands of the CCLS, and (2) to internalize the connection between the new curricula and effective instructional practices that the *Framework for Teaching* explicitly encourages.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Teachers will use their shared knowledge of the Danielson Framework derived from Professional Development and classroom observations to choose (two) competencies to focus on.
2. Professional Development Modules focused on all the Danielson *Framework for Teaching* components (on ARIS) and video clips of teaching to build a shared understanding of effective teaching and specifically, on using questions and discussion techniques (3b). (School wide instructional focus.)
3. Principal and Assistant Principal conduct required formal and informal observations, collecting evidence to identify areas in need of development and trends to ensure targeted resources which will have the greatest impact on teachers' instructional practice.
4. Principal and Assistant Principal use the *Advance* tracking system to inform visits and trends.
5. The lead teacher observes and models lessons to demonstrate and reinforce excellent instructional practice/methods in the classroom.
6. Teachers meet in grade level teams to unpack new curricula in reading, writing and mathematics. Unpacking includes understanding the purpose of a lesson, where it fits in the larger unit of study and which CCS it addresses. Teachers will fish bowl one lesson per literacy and math unit with their colleagues and assess it through the Danielson *Framework*.
7. Principal will arrange additional planning time for grade level teams to accelerate review of curricula, instructional practices highlighted in the *Framework for Teaching*, and lesson study.
8. Principal will encourage and identify professional development opportunities aligned to focus competency areas, Common Core Learning Standards, new curricula and norming student work.
9. Principal and AP will attend PD facilitated by the Danielson Group to explore Domains 1 – 4 and the nuances between specific *Framework* components, the examination of authentic artifacts of teaching practice, and engage in learning focused conversations to support teacher development.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and AP work with staff to finalize two competency areas of focus
2. Principal, AP and Network staff will provide facilitation of Professional Development Modules
3. Principal and AP conduct observations based on staff selection of Option 1 or 2
4. Principal and AP use and monitor *Advance* system
5. Lead teacher (Lauren Bakian) meets with individual teachers providing individualized coaching support and modeling effective instructional practices
6. Principal, AP, Math Consultant (Kate Abell) or Lead Teacher sits in on grade level meetings to support and facilitate the unpacking of curricula
7. Instructional leads on each grade level facilitate review and unpacking of *Framework for Teaching* in specific domains and coordinates lesson study
8. Professional Development is available from the Network, Citywide as well as through Teachers College, Aussie and Lit Life
9. Principal and AP attend training for evaluators to gain more knowledge and provide improved actionable feedback

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will review and reflect on the status of their focus competency areas at mid and end-year meetings for further feedback from the Principal and/or Assistant Principal.
2. By the end of the 2013-14 school year, school leaders and teachers will accurately assess teacher practice 75% of the time (as either Ineffective, Developing, Effective or Highly Effective) when observing training videos across competencies in the Danielson *Framework*.
3. Formal and informal classroom observations by Principal and Assistant Principal focusing on Danielson domains using a rubric of practice will indicate that 50% of lessons will increase their HEDI rating by one level
4. Professional development will be differentiated to meet the individual needs of teachers as well as to identify school wide trends and patterns to better target areas in need of improvement
5. 50% of lessons will increase their HEDI rating by one level
6. 50% of lessons will increase their HEDI rating by one level
7. Self-reflections will be used prior to and post each fish bowl lesson to assess improved alignment to the Danielson *Framework*
8. 2013-14 School Survey: Teacher Responses to the *Academic Expectations* category (from 7.3 in 2012-13 to 8.0) and continued targeted improvement in responses to questions such as: School leaders place a high priority on the quality of teaching... Gives me regular and helpful feedback about my teaching
9. 2013-14 School Survey: Teacher Responses to the *Academic Expectations* category (from 7.3 in 2012-13 to 8.0) and continued targeted improvement in responses to questions such as: School leaders place a high priority on the quality of teaching... Gives me regular and helpful feedback about my teaching

D. Timeline for implementation and completion including start and end dates

1. Teachers will select competency areas of focus by January 2014 and will meet with Principal 3 times a year (as per *Advance*) in September, February and April
2. PD on the Danielson Framework for Teaching components will take place two times a month on Thursday mornings from 8-8:37.5 and on SBO half-days in January, March, April and May beginning December 2013 through June 2014
3. All teachers will be observed from October through June either formally and/or informally based on their selection of Option 1 or 2 (on a rolling basis throughout the year), and will engage in mid-year (January) and end-of-year self-reflections and assessments (June)
4. Monthly use of *Advance*
5. According to teacher need and/or Principal recommendation and documented on a weekly schedule submitted by the Lead Teacher throughout the year
6. Teachers meet twice a week in grade teams and teacher team teams throughout the year
7. Various dates from the Network, City and other sources that are relayed to staff
8. Professional Development schedule as determined
9. Danielson Group 2-day workshop entitled, Reflecting on Supervisory Practice is January 16 and the second date is TBD

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

3. Staff voted an SBO for 6 additional half-days throughout the year: October, November, January, March, April, May and an SBO for 37.5 minutes on Thursdays to enable Teacher Teams to meet
5. Additional allocation assigned to the Lead Teacher position
6. All grade level teams have at least one common planning period a week together
7. Per Diem funding will be set aside at the rate of 5 days a year for each teacher and Per Session funding will be set aside for each teacher to meet 2x per month x6 months for a 3 hour session at the per session rate
8. \$3000 will be put aside for fee-based professional development (that is not Network or City initiated)

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).

PS 110 families were introduced to the Common Core Learning Standards during the 2013-13 school year at PTA meetings, morning meetings (*Koffee Talk with Karen*) with the Principal and special events. This school year, 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 content areas and the skills they need to acquire to be successful. Families have also been introduced to the new Common Core aligned curriculum materials currently in use this school year. Transparency in teacher accountability exists as a result of connections made between instruction and curriculum.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

NA

Goal and Action Plan #2

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 2014, the median adjusted growth percentile for the school's lowest third will increase by 6% points to 89% (from 83.0%) and will increase for all students by 10% points from 83.0% to 93.0% 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.

Our 2012-2013 QR identified an Area For Improvement (AFI) as follows: To strengthen current teaching practices to ensure consistent use of effective questioning and routines that extend students' higher order thinking skills to promote rigor and ownership of learning.

Additionally, according to the 2012-2013 School Progress Report, the median adjusted growth percentile* for the school's lowest third in ELA was (83.0%), 10.3% above the median adjusted growth percentile (73.3%) for comparison schools but 6.8% below the highest performing peer school index. Additionally, though PS 110 was .30% above the highest range (82.7%) among comparison schools for the median adjusted percentile for all students, continued growth would further support the improvements that students are making in meeting the demands of the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Adopted *Expeditionary Learning* reading and writing curriculum for use during the 2013-14 school year given its match from both a content and pedagogical standpoint with teachers in grades 3 – 5. In grades in K – 2, our Lead Teacher facilitated a vertical team of teachers in grades K, 1 and 2 to first study learning progressions in the lower grade cluster and then to write units of study that build lesson to lesson and year to year based on the units of study developed and adjusted last school year.
2. Data will be collected and analyzed by the Principal and Assistant Principal 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, mid, end of unit, other evidence) and a system to capture month to month progress in key standards.
3. Designation of Lead Teacher (as per DOE protocols and selection process) to provide support for teachers in planning, curricula reviews, coaching, critical conversations and teaching demonstrations.
4. Identification of Instructional Teacher Leads on each grade level, K – 5 to support grade level colleagues in meeting instructional expectations and understanding instructional shifts in teaching.
5. Instructional Lead Teacher meetings led by the Principal and AP designed to support and guide lead teachers in facilitating subsequent grade level meetings.
6. Grade level teams meet (Grade Team Planning and Collaborative Teacher Team Meetings) to unpack new reading and writing curriculum, develop rubrics, differentiate curricula for diverse learners, norm student work to ensure a shared understanding of meeting standards, and analyze student work to adjust teaching practice and set student learning goals/learning outcomes.
7. Principal will arrange additional planning time for grade teams to accelerate review of curricula, norm student work, and/or unpack one strand of the standards and

brainstorm questions and small group interventions.

8. Principal will arrange for vertical team meetings in grades K – 5 to review learning progressions in similar units as well as to review/share implementation of curricula procedures and routines and tiering strategies to meet individual learning needs.
9. 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 1 -5 are using cohesive materials that assist in targeting areas of deficiency through the implementation of the Common Core Standards (with new content) during early morning instruction.
10. Teachers trained to use Fountas & Pinell’s Leveled Literacy Intervention with small groups of students (1:3) in grades 2 – 4 reading below grade level are using the program during morning extended day and during the day for RTI.
11. AIS teacher provides Reading Recovery instruction to 9 of our most struggling first graders.
12. PS 110 is partnering with APEX (Asian Professional Exchange) to tutor 3rd and 4th grade students using Common Core aligned resources in literacy to better prepare them for this year’s ELA standardized exam.
13. Seven teachers, Principal and AP received two-days of Jr. Great Book Training. One classroom each in grades 3, 4, and 5 launched the program in November. Grades K, 1 and 2 will launch their programs (one in each grade except 2 classes in first grade). The focus is on questioning by the facilitator (teacher) that engenders critical thinking by students and identifying text-based evidence to support opinions and arguments.
14. Making Book Sings arts partnership launches in two second grade classrooms adding arts enrichment that directly targets ELLs and literacy for all students in four language modalities: listening, speaking, reading and writing.
15. Purchase of additional grade level texts to update and improve classroom libraries along with recommended texts from Expeditionary Learning units of study in grades 3 - 5.
16. Purchase of additional common-core aligned test preparation materials based on staff review.

2. Key personnel and other resources used to implement each strategy/activity

1. School leaders, classroom teaching staff and Lead Teacher (Lauren Bakian) collaborated in the curriculum selection/adoption decision-making process
2. Principal and AP will design a data collection sheet for each teacher to capture and analyze data and review school-wide progress
3. Lead Teacher directly supports staff and the Principal and AP
4. Instructional Lead Teachers on each grade were designated last year and meet twice a week with grade colleagues
5. Principal and AP turn-key best practices with grade level Instructional Lead Teachers to ensure a shared understanding and consistent expectations are communicated
6. Instructional Lead Teachers on each grade facilitate all grade level and teacher team meetings weekly
7. Principal will arrange additional half-day or per session planning time
8. Principal will arrange for time/best use of schedule to enable vertical team meetings in grades K – 2
9. Principal and AP track resources, attendance and efficacy of the early morning extended day program
10. Teachers trained in Leveled Literacy Intervention: Dense Oehl, Lisa Soberman, Diana Lene, Judy Mirell,
11. Reading Recovery Teacher, Denise Oehl implements program
12. Teacher-in Charge, Josh Ditzion manages resources and volunteers in the APEX program
13. Classroom Teachers: Angel Cynova, Josh Ditzion, Lauren Bakian, Susan Kim, Diana Lene, Morgan Eig, Addie Martin-Wat will implement the program in their classrooms
14. Making Books Sing provides 3- teaching artists and requires that the classroom teacher participates in the process of turning a book into a musical performance
15. Principal will purchase texts for classrooms
16. Principal will purchase test preparation materials

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Performance-Based Assessments in Expeditionary Learning (pre, mid, end of unit) and in our K – 2 literacy curriculum demand a rigorous DOK level and enable teachers to monitor whether students are on track to meet learning outcomes as well as benchmarking student progress
2. Data review requires evidence of goal-setting by teacher for those students who are performing below grade level and submission of student work to review progress
3. Lead teacher submits a monthly log that documents her work with colleagues and holds everyone accountable for next steps
4. 5. 6. 7. 8. Submission of minutes by Instructional Lead Teachers weekly provides evidence of teachers working together to improve their instructional practice and

unpack new curriculum and how it is aligned with the Common Core Standards

9. Baseline assessments are compared with benchmark assessments at the conclusion of Extended-Day
10. Tracking and monitoring data from Fountas & Pinnell Benchmark Assessments that include results on fluency and comprehension at least every two weeks that students are participating in the program until they are reading on grade level
11. Reading Recovery data (that includes a daily running record of the student's reading) towards grade level performance
12. APEX baseline and benchmark assessments Performance-Based Assessments in Expeditionary Learning (pre, mid, end of unit) and in our K – 2 literacy curriculum demand a rigorous DOK level and enable teachers to monitor whether students are on track to meet learning outcomes as well as benchmarking student progress
13. Teachers will demonstrate effective use of Questioning and Discussion Techniques (3b)
14. Students will demonstrate meeting various speaking, listening, reading, and writing in standards for Second Grade
15. and 16. Appropriate complex and challenging texts support readers' ability to clarify and synthesize ideas, pose relevant questions and capture analytical thinking about text

4. Timeline for implementation and completion including start and end dates

1. Expeditionary Learning curriculum: teacher and student materials and text sets are available and complete for the 2013-14 school year in grades 3 - 5. K-2 Reading and Writing Curriculum are complete through Module 3 (out of 6+ modules). Additional modules will be available in time to meet target dates on the literacy curriculum calendars.
2. Data meetings will take place 4 times a year: January, February, March and April 2014
3. On-going support by the Lead Teacher at weekly grade level meetings and throughout the year as needed
4. Principal will meet with Instructional Lead Teachers 2x a month after school
5. Grade level Teams meet twice a week: once during their common prep during the week and on Thursday mornings from 8 – 8:37.5
6. Additional planning time will be arranged throughout the year according to need communicated to Principal by Instructional Lead Teachers on each grade level
7. Principal will arrange four vertical team meetings: January 2014, March 2014, April 2014, and May 2014
8. 6-week cycles of extended-day or longer based on data and teacher assessment
9. Cycle of Leveled Literacy Intervention is as long as it takes to bring a student to a grade level reading level
10. Reading Recovery is approximately 18 weeks of instruction for each of the 9 students targeted for the intervention
11. APEX literacy tutoring is 10 weeks
12. Each story in use during the Jr. Great Books Program requires 5-days of reading and questioning
13. Making Books Sing is once a week for 15 weeks and will commence in January 2014
14. Purchases are on-going
15. Purchases are on-going

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Staff voted an SBO for one period of 37.5 minutes a week to work in collaborative teacher teams selected Grade Team Meetings for their 6R professional period
7. Principal arranges substitute teachers to cover half-day grade team meetings (two on each scheduled day) with per diem funding
8. Per session funds will be used to pay staff to meet in vertical teams
11. Reading Recovery is paid for using tax levy allocations
14. Making Books Sing is paid for with tax levy allocations
15. and 16. All purchases are being paid for with NYSTL and tax levy allocations

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 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 will continue this year and will launch in January with a Look at Literacy in grades K – 5 through the lens of student work and the Common Core Standards. A teacher panel will discuss what students need to know and be able to do as well as talk about what interventions they put in place to scaffold and support students.
- *Koffee with Karen (monthly meetings in the AM with families by grade level)* from December through June 2014 will open with a 15-minute spotlight on the Common Core Standards and a close look at student work or a protocol/strategy that students are using to take ownership of their learning.

- Extended Parent-Teacher Conversations (Conferences) with those families of children who scored a level 1 or Level 2 on the 2013 Common Core exams to review student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

NA

Goal and Action Plan #3

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 7.6% points to 89.6% (from 82.0%) and will increase for all students by 3.9% points from 81.0% to 84.9% 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.

We identified the need for a 100% Common Core aligned mathematics curriculum after a year of mixing and matching math curricula that did not allow for the use of common assessments to support key standards in math. The second Area For Improvement (AIF) on our 2012-13 QR was: To refine the use of common assessments to support key standards in math (science and social studies) so that teachers make effective adjustments to meet students' learning needs.

Additionally, according to the 2012-2013 School Progress Report, the median adjusted growth percentile* for the school's lowest third in Math was 82.0%, 12.6% above the median adjusted growth percentile (70.6%) for comparison schools but 7.6% below the highest performing peer school index. Additionally, though PS 110 was 3.9% below (81.0%) the highest range (84.9%) among comparison schools for the median adjusted percentile for all students, continued growth would be critical evidence that students continue to improve in meeting the demands of the Common Core Learning Standards as measured by the New York State Math Exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Adopt Common Core, Inc Mathematics, K – 5
- Data will be collected and analyzed by the Principal and Assistant Principal 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, mid, end of unit, other evidence) and a system to capture month to month progress in key standards.
- Grade level teams meet with Math Consultant, Kate Abell, to review EngageNY Common Core Inc. mathematics curriculum prior to teaching a unit to analyze and understand the content emphases and practice standards in the unit.
- Various staff members are participating in Math Collaborative work of looking closely at student thinking (lesson study) as they engage with new mathematical content to better understand the structure and content in Common Core Inc. mathematics.
- Students will be identified for differentiated early morning extended day math intervention that focuses on correcting students' mathematical misconceptions 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 Context for Learning units to further practice instructional shifts in mathematics and to allow students to explore and investigate

- before teachers formally teach it and focus more on math practice standards.
7. PS 110 is partnering with APEX (Asian Professional Exchange) to tutor 4th and 5th grade students in mathematics using Common Core aligned math materials and better prepare them for this year' standardized exam in mathematics.
 8. Purchase of additional common-core aligned test preparation materials after a staff review.

2. Key personnel and other resources used to implement each strategy/activity

1. School leaders, classroom teaching staff and Lead Teacher collaborated in the selection/adoption of new Common Core aligned curricula
2. Principal and AP will design a data collection sheet/method
3. Math Consultant, Kate Abell facilitates the bi-monthly lesson study sessions
4. 5 teachers are participating in the Math Collaborative interschool lesson study
5. Classroom teachers will identify students and implement intervention
6. Various teachers on a grade
7. Teacher-in Charge, Josh Ditzion manages resources and volunteers in the APEX program
8. Principal will purchase test preparation materials

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Performance-Based Assessments in Expeditionary Learning in Common Core, Inc.(mid, end of unit) measure progress in key mathematical common core content standards
2. Data review requires evidence of goal-setting by teacher for those students who are performing below grade level and submission of student work to review progress
3. *Navigator* checkpoints (3) and pre and post-tests to assess progress
4. Performance-Based Assessments in Common Core, Inc.(mid, end of unit) measure progress in key mathematical common core content standards
5. Performance-Based Assessments in Common Core, Inc.(mid, end of unit) measure progress in key mathematical common core content standards
6. Performance-Based Assessments in Common Core, Inc.(mid, end of unit) measure progress in key mathematical common core content standards
7. APEX pre and post tests
8. Teachers track progress through pre and post tests aligned to NYS Standardized math exams

4. Timeline for implementation and completion including start and end dates

1. Adopted curriculum in Spring 2013
2. On-going collection of mid-unit and end of unit assessments in Common Core, Inc.
3. Grade teams meet 2 times a month
4. Math Collaborative study groups meet once a month by grade, October – May
5. 37.5 minutes, 3-times a week (Monday-Wednesday)
6. Various times depending on individual classroom pacing and alignment of big math ideas
7. 10 sessions beginning in January from 10 -12 pm on Saturdays
8. As needed

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Staff voted an SBO for one period of 37.5 minutes a week to work in collaborative teacher teams selected Grade Team Meetings for their 6R professional period
7. Principal arranges substitute teachers to cover half-day grade team meetings (two on each scheduled day) with per diem funding
8. Per session funds will be used to pay staff to meet in vertical teams

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 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 will continue this year and launched in November with a Family Math Night, facilitated by Math Consultant, Kate Abell and 4 PS 110 teachers. The agenda included “try it” problems (K – 5), following the development and progression of one common core math content strand, and questions from parents.

- *Koffee with Karen* (monthly meetings in the AM with families by grade level) from December through June 2014 will open with a 15-minute spotlight on the Common Core Standards and a close look at student work or a protocol/strategy that students are using to take ownership of their learning.
- Extended Parent-Teacher Conversations (Conferences) with those families of children who scored a level 1 or Level 2 on the 2013 Common Core exams to review student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

NA

Goal and Action Plan #4

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 2014, to close the achievement gap (according to the 2012-2013 Progress Report); PS 110 will increase the percent (of students) at 75th Growth Percentile of self-contained/CTT/SETTS students in ELA from 83.3% to 86.0% and in mathematics from 66.7% to 70%.

Comprehensive Needs Assessment

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

In response to the DOE's Special Education Reform to create more inclusive and innovative programming for Students With Disabilities (SWD), at PS 110, we need to provide targeted instruction and academic intervention.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

✓ Strategies/activities that encompass the needs of identified subgroups

1. Students in self-contained classrooms are programmed for 19 periods of targeted instruction in key academic areas (ELA, math, social studies) in either special or ICT classes, between 3 -10 periods a week of SETSS in either or both ELA and mathematics and inclusive (general education or ICT class) programming for the remaining periods per week.
2. Entering Kindergarten students with IEPs are programmed for general education classes and SETSS either 5 or 10 periods a week, with the remaining periods in a general education classroom.
3. Meetings with Special Education, Teachers, Principal, Implementation Team and Related Service Providers to assess effectiveness of flexible programming and integration of mandated services.
4. Students with disabilities are invited to attend early morning extended time for 37.5 minutes for targeted instruction in basic skills.
5. Students with disabilities are invited to APEX Saturday Academy in both literacy (3rd and 4th grades) and mathematics (4th and 5th grades).
6. Students with disabilities in grades 3 – 5 will be invited to attend an afterschool Test Preparation Academy (TPA) with targeted preparation in either or both ELA and mathematics.
7. Implementation of Getting Ready to Learn (GRTL) program, which is 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.

✓ Key personnel and other resources used to implement each strategy/activity

1. School Implementation Team composed of Principal, IEP Teacher, School Psychologist and Social Worker program students with input from classroom teachers
2. School Implementation Team composed of Principal, IEP Teacher, School Psychologist and Social Worker program students with input from classroom teachers
3. School Implementation Team, Special Education Teachers, Related Service Providers

4. Classroom teachers invite students
5. Teacher-in Charge, Josh Ditzion manages resources and volunteers in the APEX program
6. Principal and AP in consultation with classroom teachers will identify students to attend TPA
7. Classroom teachers who participated in the pilot program last year
✓ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students show progress in meeting ELA and math standards as evidenced by performance-based assessment results and MOSL baseline and benchmark assessments
2. Students show progress in ELA MOSL (baseline and benchmark) assessment
3. Students show progress in meeting IEP goals as assessed by Special Education Teachers and Related Service Providers
4. Students show progress in meeting ELA and math standards as evidenced by performance-based assessment results and MOSL baseline and benchmark assessments
5. Students show progress in meeting ELA and math standards as evidenced by performance-based assessment results and MOSL baseline and benchmark assessments
6. Students show progress in test preparation pre and post assessments conducted by classroom teachers
7. Rubric and assessment for
✓ Timeline for implementation and completion including start and end dates
1. Flexible scheduling is determined at the start of the year and continues to be revised for maximum effectiveness throughout the year.
2. Flexible scheduling is determined at the start of the year and continues to be revised for maximum effectiveness throughout the year.
3. To times per month
4. Six-week cycles of extended-day or longer base on data and teacher assessments
5. APEZ tutoring is 10 weeks
6. TPA will begin in January
7. Daily implementation of GRTL
✓ Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Meetings with families of students with disabilities in self-contained classrooms held three times a year to discuss at-home strategies for supporting their children's educational growth. • Meetings with families of students with disabilities will be held three times a year to look at Common Core Standards and instructional shifts in both reading and mathematics • Extended Parent-Teacher Conversations (Conferences) with those families of children who scored a level 1 or Level 2 on the 2013 Common Core exams to review student progress

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).
<ul style="list-style-type: none"> • 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 will continue this year and launched in November with a <u>Family Math Night</u>, facilitated by Math Consultant, Kate Abell and 4 PS 110 teachers. The agenda included "try it" problems (K – 5), following the development and progression of one common core math content strand, and questions from parents. • <i>Koffee with Karen (monthly meetings in the AM with families by grade level)</i> from December through June 2014 will open with a 15-minute spotlight on the Common Core Standards and a close look at student work or a protocol/strategy that students are using to take ownership of their learning. • Extended Parent-Teacher Conversations (Conferences) with those families of children who scored a level 1 or Level 2 on the 2013 Common Core exams to review student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

9. Strategies/activities that encompass the needs of identified subgroups

1.

10. Key personnel and other resources used to implement each strategy/activity

1.

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

9.

12. Timeline for implementation and completion including start and end dates

1.

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
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 (LLI)</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 early morning extended day, 3 days a week for 37.5 minutes in small groups, grades 1 - 5 • Pull out mandated SETSS services that include at-risk students for small groups during readers/writers workshop at least 1 - 4 times a week in specific classrooms • <u>Saturday Tutoring Program</u>, September- May in ELA (3rd and 4th grades) and mathematics (4th and 5th grades) for 2 hours each Saturday, 10-12:00 pm 	LLI is in small groups outside the classroom.	LLI is provided during the school day one or two times a day, 4 days a week or else before school at 8:00 am three times a week.
Mathematics	<ul style="list-style-type: none"> • <u>Math Navigator</u> (Grades 3 – 5): 	Small group outside the classroom.	3 mornings a week for 37.5 minutes

	<p>Early morning extended day, 3 days a week for 37.5 minutes in a small group of up to 10 students</p> <ul style="list-style-type: none"> • <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 	Small group	Three times a week before school at 8:00 am.
Social Studies	<p>Pull-out targeted at-risk services for students during the day, 3 -5 times a week for 30 minutes</p>	A group of no more than 8 students	3 – 5 times a week depending on the student
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<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 	Small group and/or one-o-one	Three times a week before school at 8:00 am or during the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 9. All elements of the *All Title I Schools* section must be completed*.
- 9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 10. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 01	Borough Manhattan	School Number 110
School Name The Florence Nightingale School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Karen Feuer	Assistant Principal Alana Jermanok
Coach type here	Coach type here
ESL Teacher Melanie Brooks	Guidance Counselor Suzanne Ross
Teacher/Subject Area Lauren Bakian	Parent type here
Teacher/Subject Area Denise Oehl/SETTS	Parent Coordinator Millie Candelaria
Related Service Provider Randi Posner/Speech & Language	Other Megan Turner/Speech & Language
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	380	Total number of ELLs	20	ELLs as share of total student population (%)	5.26%
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Part II: 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	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	2	4	6	6	0	0								18
Push-In	6	4	2	2	8	8								30
Total	8	8	8	8	8	8	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	8	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12			8			0			20
Total	12	0	0	8	0	0	0	0	0	20

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0	
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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	1	1	3	1	1	1								8
Chinese	1	2	1		2	1								7
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
TOTAL	3	4	4	1	5	3	0	0	0	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2	2	0	0	1	0								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	1	0	2	0								4
Advanced (A)	0	0	1	4	0	2								7
Total	2	3	2	4	3	2	0	0	0	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	0	!Und
4	2	0	2	0	
5	3	0	1	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		3		0		
4	1		1		2				
5	2		0		1		0		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		0		2		
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Currently, we have 6 beginners, 4 intermediate and 10 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. The majority of our students have scored at the intermediate or advanced level.

PS 110 is using an assessment system that includes Fountas & Pinnell (F & P) Benchmark Assessment System and NYC Performance Assessments and periodic assessments for ELA and mathematics to provide a more effective way of monitoring all of our students' progress, including our ELLs. All of these tests, particularly the NYC Performance Assessments, will be used for grades K-5 as a baseline in determining students' proficiency levels at the beginning of the year and tracking the students' academic progress throughout the year.

All classroom teachers, as well as the Lead Teacher, Assistant Principal, ESL, SETTS and academic intervention teachers, collaborate on analyzing this data and providing differentiated instruction depending on the needs of each student. Teachers are expected to work on differentiating instruction and setting student goals that are shared with both students and parents. Teams of teachers meet periodically to assess students' academic progress and establish new goals. The ESL teacher will work with the ELL students in both acquiring English proficiency as well as providing the necessary support across all content areas.

Our current systems better link assessment with instruction aligned with Common Core Learning Standards and further teachers' understanding of the needs of their students to more effectively set learning goals and student outcomes 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 texts and to ensure that students are reading a grade level band of complex texts. 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 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 from our ESL teacher, SETTS, Academic Intervention, Lead Teacher and Assistant Principal, classroom teachers will examine assessment results during grade level and teacher team meetings 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.

Additionally, NYC Performance Assessment results will provide a baseline of formative data that teachers will use to modify or change their instructional practices as well as setting SMART goals for students. Student performance on in class unit assessments

(Expeditionary Learning, Common Core, Inc) and other benchmark assessments, highlight other opportunities to review class trends and patterns to set new learning goals for students or to reteach concepts not yet mastered by students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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. Overall the data shows that the majority of our students scored proficiency levels of intermediate and advanced levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Regardless of whether the ELL instruction is provided with the push in or pull out model, the data has been a great tool in determining the targeted-specific skills and strategies that will further support each English Language learner across the NYSESLAT modalities.

Students who excel in the reading modality but not in writing are taught with a greater focus on writing skills and are given the opportunity to participate during extended day. 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.

For the past two years, our teachers have collaborated in designing units of study that are aligned to the Common Core Standards, and were differentiated to help our students meet those standards. Currently, Expeditionary Learning modules that we are using for reading and writing in grades 3 - 5 are designed to address English Language Arts standards as well as incorporating Social Studies and Science content. Regular assessments are built into each module unit. Additionally, there are templates that can be used to check all students' levels of understanding throughout each lesson and provide on-going assessment (Fist-to-Five, Hot Seat, Human Bar Graph, and more). These quick check-ins enable eachers to track learning and adapt instruction appropriately on the spot. All units of study include grade-appropriate complex texts, academic vocabulary and writing tasks that are scaffolded in order to provide different entry points for our ELL students. In addition, the protocol of a "close reading" of complex text is helpful to all students and can be especially beneficial for English Language Learners.

In the K - 2 grades, our modules and units are meant to build a foundation for our youngest readers and writers and is developmentally appropriate. The modules us similar leraning language (learning tragets, performance tasks, and psotocols) as those used in grades 3 -5. We are also using Foundations to support students in building the foundation for reading and writing.

4. For each program, answer the following:

- a. 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?

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. (Many native speakers just entering school would likely be eligible for ESL services as well as their non-native speaking peers.) 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.

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. to inform instructional decisions, small group work, and early morning extended day participants that provide ELLs with more time on task.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

The school's RTI plan will reflect the use of the common core curriculum programs and units of study. For example, Expeditionary Learning offers many tiering options for teachers to use with all students including the ELL students. Teachers will use different tiering systems with the help of the ESL and Academic Intervention teacher before any student is in need of special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The child's native language is used when possible to scaffold 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.

7. 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?

Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Student profiles and portfolios which include student work are analyzed by teams of teachers during inquiry team meetings. Teachers meet with the purpose of revising initial student goals and defining next steps in establishing new student goals. Dated work is especially helpful to the teachers in establishing progress in language acquisition. The ESL teacher is 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 provide targeted instruction.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
- 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, Melanie Brooks). An oral interview of the student/family is conducted by the ESL teacher. Both the parent coordinator and other school staff are called if an interview must be conducted in the parent's native language. The native languages of the majority of our parents are Chinese and Spanish. Numerous staff members are able to assist with translations. If no-one is able to translate, translation services will be called to assist. to inquire about the student's home language and 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 to remain a part of the student's permanent record. 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. Parents are notified in writing of their child's status as an English Language Learner (ELL) or a non-ELL. Parents

are given the options of available ELL services both in the school and in they city. The school only offers freestanding ESL but if the parent would like transitional bilingual or dual language, then the school will provide a list of schools that provide those services. Each ELL student's proficiency level is evaluated the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are informed of their child's progress and students who reach proficient level will no lonberg be in need ELL services.

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.
In addition, within the 10 days of a student's registration and following the determination of LAB-R results, an entitlement letter is sent to all students eligible for ELL services and 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. Parents may also access the video online and are informed of the hyperlink (schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm) in order to do this. Alternatively they may elect to attend private showings of the video if the orientation date is not convenient. With the asistance of the Parent Coordinatoor, 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 appropriaite 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. .
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.
ELLs are placed in the parent's program of choice within 10 days of enrollment and parents are sent a placement letter. 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. The Parent Survey and Program Selection Form 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. 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).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
A tracking sheet is used with names of all eligible students on. In liaison with the ESL teacher at PS 110, all parts of the NYSESLAT are administered by an ESL Teacher from another school. All ELL students are given extended time and the use of a bilingual dictionary and other testing accommodations. TO BE COMPLETED
6. 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.) 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. 
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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 second, fourth and fifth grade classes with English Language Learners and supports the teacher 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. In addition, during pull-out periods ELLs are clustered by proficiency level spanning grades K-5.

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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 explore the problem in partnerships or triads; then 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 all classrooms, teachers are asking probing and open-ended questions and using less teacher talk to encourage student participation in deeper and more meta-cognitive ways. Specifically, the K - 2 reading and writing curricula is integrated and designed to support students in developing oral language. While students are aware that they can get ideas from books, poems, songs and each other, they are now exposed to the notion that ideas for composing (orally and writtenly) can come from the experiences that we have. Experiences are arranged

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All Spanish-speaking new entrants to PS 110 who score at or below the cut-off 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. .
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. 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?

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 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. In addition to this, PS 110 is using new CCLS aligned material. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 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

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- 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

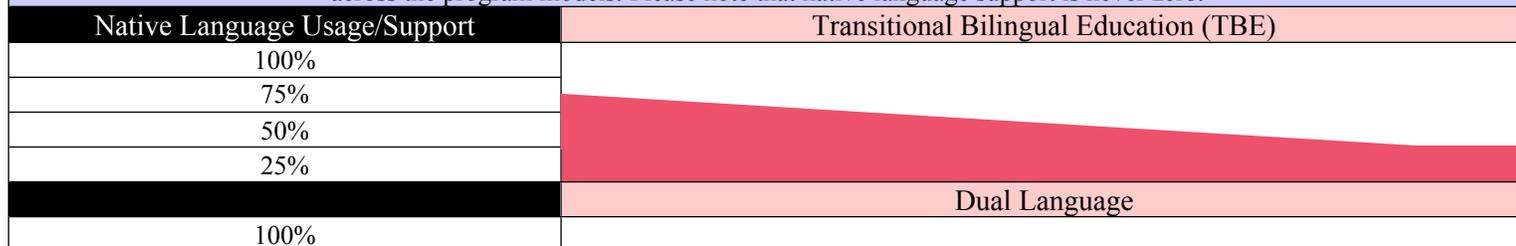
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

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 at-a-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. It is not possible for someone to learn from a book when they are unable to 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

TO BE COMPLETED

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All ESL instruction corresponds to ELLs ages and grade levels. This is done through beginning of year professional development and liaison between the classroom teachers and the ESL teacher. The ESL teacher is well-versed in curriculum maps for all core subjects. The ESL teacher is also trained in ESL pedagogy from K-12. TO BE COMPLETED

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

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 expereinces and answer questions from 5th grade students.

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.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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. 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.

2. 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 ESL teacher, fluent in Spanish 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.

3. 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.

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

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Florence Nightingale School

School DBN:

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
MELANIE BROOKS	ESL Teacher		1/1/01
	Parent		1/1/01
LAUREN BAKIAN	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
SUZANNE ROSS	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M110 School Name: Florence Nightingale

Cluster: 04 Network: CFN406

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 the Parent Coordinator reviews all Home Language Information Surveys (HLIS) and compiles a list of families whose first language is not English. (2) The Parent Coordinator and Principal survey these families using interpreters to assess the need for written translation and oral interpretation needs. (3) The list is developed.

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 early November, a summary of PS 110's written translation and oral interpretation needs and the strategies to address them are communicated to the school community by the SLT using the Principal's monthly family letter and through a presentation at a PTA meeting. Additionally, the Parent Coordinator contacts each of the families to make sure they know that there will be written translations of all communication available and oral interpreters during on-site meetings. In the case of Parent Teacher Conferences, when on-site interpreters are not available, we will use over-the-phone interpretation services for call-in assistance.

Currently, PS 110 is contracting with the Big Word for translation services in addition to using in-house staff including our ESL teacher who both speaks and writes in Spanish.

This year we have 20 families requiring translation/interpretation (6 in Spanish, 13 in various Chinese dialects and 1 family requiring Sign Language).

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.

Families at PS 110 receive written translation through an outside vendor as well as from in-school staff. Written translation requires the submission of communication at least two weeks for translation. Before the start of the year, all important and relevant documents are mailed home in both Chinese and Spanish so that non-English speaking parents can access the information.

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.

Families at PS 110 receive oral interpretation from in-school staff and other parents when it is needed during the school day. Currently, there are 4 staff members who speak Spanish and at least two that speak either Mandarin or Cantonese. When additional language interpretation is required, PS 110 has used the call-in services of the Translation Unit very effectively.

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>.

Limited English Speaking families are provided with a meaningful opportunity to participate in and have access to all activities and services that PS 110 provides/offers because it provides translation and interpretation services to all parents who need language assistance. The PS 110 community has staff and parents who speak both English and a second language and are eager to assist. Translation has been provided for all required documents including registration and enrollment forms, special education and related services, transfers, Discipline Code, school-based progress reports, and any other documents that contain individual student-specific or school policy information.

Additionally, oral interpretation services are available during all school meetings/activities.

Budget allocations are scheduled to support both written and oral interpretation services.