



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 110Q  
**DBN (i.e. 01M001):** 24Q110  
**Principal:** KARYNA TEJEDA  
**Principal Email:** [KTEJEDA@SCHOOLS.NYC.GOV](mailto:KTEJEDA@SCHOOLS.NYC.GOV)  
**Superintendent:** MADELENE CHAN  
**Network Leader:** DANIELLE GIUNTA

**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
Karyna Tejada	*Principal or Designee	
Anna White	*UFT Chapter Leader or Designee	
Dionicia Miriam Romero	*PA/PTA President or Designated Co-President	
Ana Marrero	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Cornejo	Member/ Teacher	
Johanna Simone	Member/ Teacher	
Maria Fernanda Arce	Member/ Parent	
Alma Perez	Member/ Parent	
Mercedes Palacios	Member/ Parent	
Elva Zambrano	Member/ Parent	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, students in grades K and 1, including English Language Learners and students with disabilities, will show a minimum increase of 2 levels growth in independent reading levels as measured by the Fountas & Pinnell running records via pre/post assessments and communicate effectively (orally and written) with others.

### **Comprehensive Needs Assessment**

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

After reviewing student performance on end of year Running Record data and completed tasks aligned to the Citywide Instructional Expectations it was determined that our students need to develop reading skills in informational texts, personal narrative and expository writing skills, and vocabulary in order to perform successfully on ELA tasks.

### **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. Professional Development will be given on: Common Core Standards in ELA, Danielson Framework, Whole Language, Citywide Instructional Expectations and Balanced Literacy
2. Daily Balanced Literacy instruction will follow the Whole Language philosophy. Components include: Shared Reading, Guided Reading, Independent Reading, Read Aloud, Writing Workshop, and Word Study.
3. Early identification of students at risk to provide Academic Intervention Services and/or Extended Day

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

1. Professional development will be provided by Instructional Coach, ESL Teacher, Principal and Staff Developers (internal and external) during the school day, before/after school to all pedagogues. PD will Teachers will participate in study groups, learning walks using the Danielson Framework,
2. All classroom teachers will use the Balanced Literacy model for reading and writing instruction every day; Instructional Coach will support teachers on deepening their understanding of each component.
3. Out of classroom teachers will be trained to provided reading intervention to identified at risk students in addition to rigorous Tier 1 and 2 instruction in the classroom.

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

1. The Danielson Framework will be used to assess teacher growth along the HEDI scale and unit checklists developed by the teachers along with the Instructional Coach and Principal will be used to assess student achievement.
2. Teachers will maintain conferring notes, use checklists and informal/formal running records to monitor student progress and adjust reading groups according to individual student growth
3. AIS providers will use checklists to track goals met/not met for each identified student

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

1. August 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

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

1. School schedule is designed to support weekly professional development to all teachers. The Instructional Coach provides differentiated PD/mentoring/coaching according to the individual teachers' needs as identified by the Principal and Coach.
2. Teachers meet as a grade during weekly to develop unit checklists aligned to current units of study in literacy
3. AIS teachers receive PD from the Instructional Coach to learn how to provide targeted intervention to at risk students in literacy.

### **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).

\*Community Fridays – One Friday a month parents/families will be invited to participate in classroom activities to support literacy and/or math as per individual comfort level. (January 2014 – May 2014)

\*ESL Teacher will provide workshops to parents/families on understanding the NYSESLAT and supporting literacy development for ELLs in the home (Title III); teacher will also provide parents/families with free or low cost resources that can be used at home to support learning  
 \*An ELA event will be held at the school to help parents have a better understanding of Balanced Literacy and see examples of student work to highlight expectations.  
 \*Staff members will respond to parent/family questions during regularly scheduled PTA and SLT meetings

**Budget and Resource Alignment**

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

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

**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.

By June 2014, students in Kindergarten and First Grade, including English Language Learners and Students with Disabilities, will show a minimum of 5% growth in the areas of Number and Operations in Base Ten as measured by Discovery Math (pre/post assessment).

In addition, all students (grades K and 1) will increase a minimum of 1 level in the Counting and Numeration strands as measured by ECAM (pre/post) and instructional performance tasks rubric (pre/post).

**Comprehensive Needs Assessment**

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

After reviewing student performance on the end of year assessment data in math, specifically ECAM and the completed tasks aligned to the Citywide Instructional Expectations, it was determined that our students need to develop a deeper understanding of Number and Operations. An average of 50% of the student population achieved the Practitioner level on the tasks, 61% achieved Level C in Counting (ECAM) and 63% Level C in Numeration (ECAM). A closer look at the student work highlighted that our students were inconsistent with their application of understanding in contextualized math problems due to their basic understanding of Number and Operations.

**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. Professional Development will be given on: Common Core Standards in Mathematics, Danielson Framework, Whole Language, Citywide Instructional Expectations and Math Workshop model
2. Daily mathematics instruction will follow a workshop model affording students opportunities to engage in discussions of the big ideas in order to deepen their understanding through discourse and hands on mathematics
3. Early identification of students at risk to provide Academic Intervention Services and/or Extended Day in math

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

1. Professional development will be provided by Instructional Coach, Principal and Staff Developers (internal and external) during the school day, before/after school to all pedagogues. Teachers will participate in study groups, learning walks using the Danielson Framework, and content PD
2. All classroom teachers will use the workshop model for math instruction every day; Instructional Coach and Principal will support teachers on deepening their understanding of content and pedagogy
3. Out of classroom teachers will be trained to provide math intervention to identified at risk students in addition to rigorous Tier 1 and 2 instruction in the classroom.

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

1. The Danielson Framework will be used to assess teacher growth along the HEDI scale and unit checklists in math developed by the teachers along with the Instructional Coach and Principal will be used to assess student achievement.
2. Teachers will maintain conferring notes, use checklists and informal/formal assessments to monitor student progress and adjust lessons and small groups according

- to individual student growth
  - 3. AIS providers will use checklists to track goals met/not met for each identified student
- D. Timeline for implementation and completion including start and end dates**
1. August 2013 through June 2014
  2. September 2013 through June 2014
  3. September 2013 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School schedule is designed to support weekly professional development to all teachers. The Instructional Coach provides differentiated PD/mentoring/coaching according to the individual teachers' needs as identified by the Principal and Coach.
  2. Teachers meet as a grade during monthly meetings to develop unit checklists aligned to current units of study in mathematics
  3. AIS teachers receive PD from the Instructional Coach to learn how to provide targeted intervention to at risk students in mathematics

**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).

- \*Community Fridays – One Friday a month parents/families will be invited to participate in classroom activities to support literacy and/or math as per individual comfort level. (January 2014 – May 2014)
- \*Math Night – An evening of math for parents/families to learn “new math” and ways to support their children at home using math games; opportunity for parents to have a better understanding of the mathematics curriculum
- \*Staff members will respond to parent/family questions during regularly scheduled PTA and SLT meetings

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

**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.

By June 2014, 40% of all English Language Learners in Kindergarten will meet or exceed the Intermediate level as measured by the NYSESLAT.

By June 2014, 40% of all English Language Learners in first grade will meet or exceed the Intermediate level as measured by the NYSESLAT in reading and writing.

**Comprehensive Needs Assessment**

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

After reviewing student performance on the 2013 NYSESLAT 72% of our students achieved higher than the Intermediate level. A closer look at the data revealed that 76% of our Kindergarten students struggled most with the reading and writing strands many missing the cut off by 1 – 5 points.

**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. Professional Development will be given on: NYS ESL Learning Standards, Common Core Standards in ELA, Danielson Framework, and strategies and scaffolds to support ELLs
2. Additional ESL support via push-in/pull-out for students
3. Early identification of students at risk to provide Academic Intervention Services and/or Extended Day

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

1. Professional development will be provided by Instructional Coach, ESL Teacher, Principal and Staff Developers (internal and external) during the school day, before/after school to all pedagogues. Teachers will participate in study groups, learning walks using the Danielson Framework, and ESL specific PD.

2. ESL Teacher will develop a push-in/pull-out model to provide services for ELLs; two self contained ESL Teachers will provide instruction throughout the day using ESL methodologies in all content areas
  3. Two ESL Teachers will provide intervention for ELLs via Title III Extended Day Program
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The Danielson Framework will be used to assess teacher growth along the HEDI scale and unit checklists developed by the teachers along with the Instructional Coach, ESL Teacher and Principal will be used to assess student achievement.
  2. ESL Teacher will maintain conferring notes, use checklists and informal/formal assessments to monitor student progress and adjust lessons and small groups according to individual student growth
  3. AIS providers will use checklists to track goals met/not met for each identified student
- D. Timeline for implementation and completion including start and end dates**
1. August 2013 through June 2014
  2. September 2013 through June 2014
  3. December 2013 through April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School schedule is designed to support weekly professional development to all teachers. The Instructional Coach provides differentiated PD/mentoring/coaching according to the individual teachers' needs as identified by the Principal and Coach.
  2. ESL Teachers will meet with with grade teams to share and analyze data gathered from push-in/pull-out settings to discuss growth of ELLs
  3. ESL Teachers in Title III program will collaborate and discuss student growth and provide feedback to classroom teachers to support ELLs during the instructional day
4. on

**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).

\*Community Fridays – One Friday a month parents/families will be invited to participate in classroom activities to support literacy and/or math as per individual comfort level. (January 2014 – May 2014)

\*Staff members will respond to parent/family questions during regularly scheduled PTA and SLT meetings

\*PD for parents of ELLs on resources available to families (i.e. Queens Community House), Ballet Hispanico, and NYSESLAT

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

**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.

**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.

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

- 1.

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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
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.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.

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

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## 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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>-Repeated readings of Big Books</li> <li>-Interactive writing</li> <li>-Alphabet work</li> <li>-Use of visual (i.e. pictures) and concrete supports (manipulatives)</li> <li>-Use multisensory approach in different settings (small group, one to one)</li> <li>-Listening center (laptop) containing recordings of Big Books and poems read in class</li> <li>-Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-One to one</li> <li>-Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-During the instructional day</li> <li>-Extended time</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Use of manipulatives to bridge the concrete to the abstract</li> <li>-Differentiate recording sheets and activities using data</li> <li>-Adjust number range</li> <li>-Scaffold activities over several lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-One to one</li> <li>-Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-During the instructional day</li> <li>-Extended time</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>-Repeated readings of non-fiction Big Books and picture books to deepen understanding of content and features</li> <li>-Use of visual (i.e. pictures) and concrete supports (manipulatives)</li> <li>-Use of multisensory approach in different settings (small group, one to one)</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-One to one</li> <li>-Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-During the instructional day</li> <li>-Extended time</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-Repeated readings of non-fiction Big Books and picture books to deepen understanding of content and features</li> <li>-Use of visual (i.e. pictures) and concrete supports (manipulatives)</li> <li>-Use of multisensory approach in different settings (small group, one to one)</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-One to one</li> <li>-Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-During the instructional day</li> <li>-Extended time</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>-Provide support to students struggling with social interactions</li> <li>-Engage in role play to learn ways to problem solve</li> </ul>	<ul style="list-style-type: none"> <li>-Small group</li> <li>-One to one</li> <li>-Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-During the instructional day</li> <li>-Extended time</li> </ul>

	-Use texts to support discussions and communication of feelings		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<p>PS 110 continues to hire staff with an 18D committee comprised of the school administration, members of the UFT, and the Children's First Network. In the search for qualified staff, our foci were teachers:</p> <ul style="list-style-type: none"> <li>- With multiple certifications (i.e. CB + SE, ESL + CB, BIL+SE)</li> <li>- Willing to learn: teachers will be expected to continue to acquire and apply different teaching techniques, and learn a different teaching approach</li> <li>- Reflective: teachers will self-evaluate lessons/discussions and delivery in order to modify instruction to meet student needs</li> <li>- Effective communicators: teachers must demonstrate the ability to actively listen to others and express their thoughts clearly with adults and children</li> <li>- Collaborators: teachers will work within grade and across grade colleagues in developing curriculum, special projects, assemblies, whole school activities, etc.</li> <li>- Motivated and Invested: teachers will show initiative in actualizing the school's vision and helping students perform to the best of their ability</li> <li>- Flexible: teachers will be willing to take on multiple roles to support the school's vision (i.e.: classroom teacher and service provider, classroom teacher and grade leader, etc.)</li> <li>- Professional: teachers will conduct themselves in a professional manner (i.e.: dress code, speaking tone, punctuality, open to critique, etc.)</li> </ul>

**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).
<p>In order to help support students in their learning, our teachers will receive New Teacher Mentoring and ongoing professional development in understanding curriculum and the implementation of our school's instructional approach. In-house staff development will be conducted by the Coach and Principal during the school day and after school. In addition, teachers will attend workshops offered by the Network and the DOE. All new DOE teachers will be provided mentoring two times a week during the school day.</p> <p>To identify the strengths and needs of teachers, the administration and coach will frequently visit classrooms throughout the day to observe and assess staff development needs.</p> <p>The Principal will conduct professional development on the Danielson Framework for Teaching and will use it to guide</p>

ongoing feedback discussions with teachers on their instructional practice.

**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.).

STH funding will be used to provide students with school supplies. In addition, field trip admission throughout the school year will be covered for STH students. Finally, reimbursement of transportation for STH families will be provided when necessary due to being 5 – 8 miles out of zone; purpose is to minimize the travel hardship on STH families.

**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.).

Parent meetings are held twice in the school year to teach them about the school's curriculum and instructional approach. Community Fridays are used to invite families into the school to interact with the children during the school day. They participate in activities and/or share their own Read Alouds to classes. Additional workshops are provided to families on resources available in the community. The SBST team supports families of children with Turning 5 IEPs with preparing to enter Kindergarten.

**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.

Teachers work with the Instructional Coach on developing checklists to be used at the end of every unit of study. The work is done in teams based and developed on the units covered. In addition, the MOSL team worked together to determine the appropriate measures for assessing student performance as part of the pre/post assessments for the 2013-14 school year.

**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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher 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 workshops to parents/families in an effort 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;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly school newsletter to keep parents informed about school activities and student progress;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>24</b>	Borough <b>Queens</b>	School Number <b>110</b>
School Name <b>PS 110Q</b>		

### 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 <b>Karyna Tejada</b>	Assistant Principal <b>n/a</b>
Coach <b>Suk Albino</b>	Coach <b>n/a</b>
ESL Teacher <b>Elizabeth Fraser</b>	Guidance Counselor <b>n/a</b>
Teacher/Subject Area <b>Marshall Trager/1<sup>st</sup> Grade ESL</b>	Parent <b>Miriam Romero</b>
Teacher/Subject Area <b>Marta Chwalka/K ESL</b>	Parent Coordinator <b>n/a</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>140</b>	Total number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>44.29%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained	1	1												2
Pull-out	3	3												6
<b>Total</b>	4	4	0	0	0	0	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	62									62
Total	62	0	0	0	0	0	0	0	0	62

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
Spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	31												60
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	30	32	0	0	0	0	0	0	0	0	0	0	0	62

## 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)	3													3

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)	7													7
Advanced (A)	17													17
Total	27	0	0	0	0	0	0	0	0	0	0	0	0	27

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.

Assessment tools used to assess early literacy skills of our Kindergarten and First Grade includes Fountas and Pinnell and Running Records, and the LAB-R for kindergarteners and new first graders.

The LAB-R (administered within 10 days of their registration to our school) indicated that the majority of the ELLs did not have concepts of print and you could not identify letters. The Fountas and Pinnell and Running Records based on Fountas and Pinnell levels were administered this school year during the fall.

The data from our baseline assesment (Running Recods) shows that 100% of our Kindergarten ELLs are at an instructional A level (based on Fountas and Pinnell levels) and do not have a base knowledge of print concepts and early literacy skills. The majority of 1<sup>st</sup> Grade ELLs at our school are behind grade level. Based on Fountas and Pinnell levels, 58% are at an instructional A level, 23% are at an instruction B level, 13% are at an instructional C level, 3% are at an instructional D level, and 3% are at an instructional F level. Based on this data we are emphasizing reading strategies including: concepts of print, vocabulary building, and phonemic awarenes, through, Shared Reading, Read Alouds and Guided Reading.

We are providing instruction in different settings: whole class, small group and individual to address the students' needs.

Furthermore, we are emphasizing instruction through the four different modalities by:

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

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

The LAB-R results indicate most our our Kindergarten ELLs and new First Grade ELLs do not have any foundation in literacy skills and over 50% of new ELLs have no prior knowledge of English. This years LAB-R results indicate that 52% are at the beginning level, 26% are at the intermediate level and 22% are at the advanced level.

The results from the 2013 NYSESLAT for our current first grade indicates that most student showed significant progress in English acquisition. 99% of the students from P.S. 110 moved up at least one level. Our 2013 NYSESLAT results for our current first grade shows that 11% are at the beginning level, 26% are at the intermediate level, and 63% are at the advanced level. The data reflecting students who are currently at the beginning or intermediate level, or who did not move up a level indicates they need additional support in reading and/or writing, with the exception of a few children who require additional support in either speaking or listening.

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](#))

After analyzing the 2013 NYSESLAT data we found that 99% of our students moved up at least one level. Speaking was our strongest component. Strategies we will integrate in our instructional plans based on 2013 NYSESLAT results include:

- Strategic small group work including Guided Reading and Interactive Small Group Writing
- Extended Day with a focus on one or more of the modalities as needed
- Individualized support
- ESL Early Morning Tutorial

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

P.S. 110 currently does not utilize the ELL Periodic Assessments because we only serve grades K-1. We will use findings from Running Records, Writing Samples, and NYC Performance Assessments and Tasks to monitor progress and emphasize areas for improvement through differentiated instruction and scaffolding. The school leadership team will focus on analyzing the data and provide P.S. 110 staff with resources to successfully differentiate and scaffold instruction or ELLs.

5. 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](#).)

P.S. 110 has begun to implement an effective RTI model that consist of an Extended Day program and small group instruction throughout the school day (AIS). All students including ELLs are screened using Running Records at the beginning of the school year. Students are identified for RTI based on Running Record results and LAB-R results. Teachers will then began periodic assessments and will also use anecdotals to determine which students are in need of Tier 1 interventions within the classroom (whole group instruction). If tier 1 interventions are not helping the child then will begin receiving Tier 2 interventions (small group work in the classroom or by our literacy specialist). Parents are notified when a child begins to receive RTI intervention. Teachers continue to document the child's progress and change strategies if necessary using assessments to determine the child's needs.

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

P.S. 110 follows the Whole Language Approach which incorporates all four modalities during instruction. Daily instruction in the classroom and in the ESL classrooms consists of teaching language acquisition through context:

- Visual Supports
- Role Playing
- Shared Reading and Read Alouds
- Shared Experiences including field trips and hands on learning

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?

P.S. 110 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.).

We use formal assessments as well as informal assessments such as checklists for each unit of study to accurately evaluate our ELLs progress. Through these interim assessments we evaluate students progress by noting which stucents have met unit objectives and use the data to inform instruction. In addition we use NYSELAT results to evaluate the success of our programs for ELLs. We will use the information provided across modalities to guide specific instruction and professional development for staff.

## 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](#).)

P.S. 110's system and process for initial identification is as follows: At registration, the parents of students entering the NYC public school for the first time are provided with the Home Language Identification Survey (HLIS) form in their native language. A licensed pedagogy, Ms. Fraser-ESL, Ms. Albino-CB, or Ms. Tejada-Principal/Bilingual pedagogue, assists parents with completing the HLIS and conduct an informal interview of the parent and child. Based on the responses provided by the parent on the HLIS and the informal interview the ESL Teacher determines eligibility for LAB-R testing. The ESL teacher then administers and hand scores the LAB-R within five days upon entering school. Students whose parents indicate Spanish as the dominant language on the HLIS and qualify for English language services are also tested with the Spanish LAB. Parents of students who qualify for English Language services are then invited to attend the Parent Choice Meeting within the first 10 days that their student attends school. Parents are informed about placement using the hand scored results of the LAB-R and parent choice selection forms. Students who are entitled to ELL services are placed in groups according to their score on the LAB-R: Beginner level (360 minutes), Intermediate level (360 minutes), Advance level (180 minutes) and start receiving services within 10 days of attending school. Students who score Proficient on the LAB-R are not entitled to ELL services. Ms. Fraser is a certified ESL teacher and assists parents with completing the HLIS, conducts initial assessment, and administers the LAB-R on an ongoing basis. When the ESL teacher is not available Ms. Tejada, certified bilingual teacher, or Ms. Albino, common branch, assist with this process. Spanish translation is provided to parents who do not speak by the principal, coach, school aide, or secretary. The coach also translates for Chinese families who speak Cantonese. As an overflow school for district 24 many students are transferred with the HLIS already completed. The ELL Coordinator reviews the information and determines if the child is eligible to receive the LAB-R.

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.

Students who score Beginner, Intermediate, or Advanced on the LAB-R are entitled to ELL services. With the hand scores of the LAB-R the ESL Teacher is able to determine who is eligible. Parents of identified students receive an entitlement letter and invitation to attend a Parent Orientation meeting at the school within the first 10 days of attending school. All letters are backpacked with students, and provided in the parents' native language. The Parent Orientation meeting consists of a video describing all three programs available and is shown in English and in the native language (9 languages are available). The meeting is conducted by the ESL Teacher with the Principal or another member of the school staff who can translate in Spanish. The literacy coach is available to answer questions in Cantonese. The ESL Teachers also uses the over the phone translation service provided by the DOE if needed for any parent communication. Parents receive an agenda in their home language as well as the DOE brochure describing the three program choices. Parent Orientation meetings are held throughout the school year with several meetings held at the beginning of the year to ensure that all parents are given the opportunity to consider all options and make a selection within the first 10 days of their child attending school. Outreach is done to those parents who have not attended in order to schedule a meeting at a time convenient to them or hold a meeting over the phone if they are unable to come to the school.

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 children entitled to ELL services receive letters (backpacked) informing them of their child's eligibility, and are invited to attend a Parent Orientation meeting. Preparations for the meetings are done by the ESL Teacher. During the orientation Program Selection and Parent Surveys are given to each parent to complete at the end of the meeting. Spanish speaking staff members are available to help parents fill out the forms which are also provided in their native language. Copies of the forms are kept on file by the ESL Teacher and the originals are placed in the students' files. Parents who are unable to attend the Parent

Orientation meeting are given alternative appointments or phone conferences at the parent's request. A phone log is kept of all parent conferences and is noted on the form.

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.

Parents are informed of the benefits and program details about Bilingual Programs and ESL. Parents watch the video, receive a brochure and are able to ask any questions about each program in their native language. The criteria used to determine child placement is based on parent choice. Because P.S. 110 does not currently have sufficient numbers (based on parent choice) to open up a bilingual program, parents are offered the opportunity to transfer to another school if they feel a bilingual program best meets their child's needs. If a parent requests a transfer the ELL Coordinator emails the Office of English Language Learners informing them of the requests. Continued entitlement letters (based on NYSESLAT scores) are backpacked with students in September. The ESL department keeps a copy of letters sent home.

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.

The principal and ESL teacher verify all students that are required to take the NYSESLAT exam using the RLER report in ATS (The NYSESLAT Eligibility Roster). The ESL teacher schedules and ensures all four components (reading, writing, listening, and speaking) are administered according to the guidelines outlined by the NYC DOE and New York State Education Department. Parents are informed of the testing dates and the school follows up with children who are absent to insure they complete all four sections of the NYSESLAT. The school created a schedule to insure the NYSESLAT was scored by third-party. The literacy coach and a teacher who attended the NYSESLAT training scored the NYSESLAT in the allowed time frame.

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 Parent Survey and Program Selection forms from the 2012-2013 school year indicate that 89% of the parents' chose Freestanding ESL as the first choice. The remaining 11% chose TBE; no parents chose Dual Language as a first choice. The 2013-2014 parent Survey and Program Selection forms indicate that 24 parents selected Free Standing ESL, 4 parents selected Transitional Bilingual Education, 3 parents selected Dual Language and 3 parents did not attend a meeting or return the forms. The trend continues to show that parents request ESL as their first choice. Based on the current parent choice our school offers a Freestanding ESL program. As our school continues to grow we will evaluate parent choice and develop programs as needed.

# 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])?
    - a. ELL students receive ESL instruction and services in a pull-out and push in model by a licensed ESL teacher or in a self-contained ESL class by a dual certified common branch and ESL teacher. In the pull-out and push-in model, eligible ELL students receive one or two periods daily of ESL instruction as per CR Part 154 and LAB-R scores. The proficiency levels are used to group ESL students homogenously at the start of the school year; however, as students demonstrate progress they are moved into heterogenous groups that better meet their language needs as they acquire more English. Changes in groups do not impact the number of minutes of ESL each student receives. Students who are in the self-contained ESL class receive language acquisition instruction embedded in the daily curriculum in order to meet the mandated minutes, as well as, additional support through the Push-in Pull-out ESL teacher. The ESL teacher pushes into each self-contained ESL class to provide additional support in the four modalities and pulls out students to provide additional support.
    - b. There is one self-contained ESL classroom per grade (Kindergarten and First grade). The teachers in the self-contained ESL classrooms contain a dual Common Branch and ESL license and certification and provide the mandated minutes. In addition there is a certified ESL teacher that provides ESL services to those students not in the self-contained classroom through the pull-out model in order to meet the mandated minutes per week. The students are grouped homogenously by grade and level. The ESL teacher also provides additional support to the self-contained ESL classes through the push-in model and pulls-out Kindergarten Advance students and First Grade beginner students from the self-contained classes.
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)?

All ELLs receive the mandated number minutes of service according to their LAB-R scores: 360 minutes (Beginner and Intermediate level) or 180 minutes (Advanced level) per week. A schedule has been established to ensure that all students receive the correct amount of ESL services either through push-in/pull-out or in the self-contained classroom. The ESL teacher pulls-out/pushes-in on a daily basis to honor all mandates. Bilingual books are available for students to read in the ESL classrooms. Native language support is provided through bilingual literacy and bilingual teachers, administrators, paras, and staff. Students receive direct ELA instruction for a minimum of 4 periods a day, the equivalent of about 4 hours per day through, Shared Reading, Independent Reading and Reading Activities, Guided Reading, Read Alouds, Interactive Writing, and Writing Workshop.

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.

The ESL teachers use realia and varied instructional approaches to teach across content areas. P.S. 110 follows the Whole

Language approach which is particularly beneficial for ELLs. The Whole language approach allows for the students to learn and develop English language through context. This approach also encourages students to develop and produce authentic language. Total Physical Response (TPR), manipulatives, visuals and verbal templates are used on a daily basis to promote student involvement and conversation. The ESL class emphasizes the use of scaffolding and differentiation to meet individual student needs and increase language development (Pauline Gibbons, 2002). An emphasis is made on vocabulary (academic language) across themes and content areas including: Science, Social Studies, Math through an interdisciplinary content embedded approach in the curriculum.

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

Bilingual specialist conducts the LAB-R Spanish in order to ensure they are appropriately evaluated. When the specialist is unavailable the ESL Teacher works with a Spanish speaking pedagogue to administer the Spanish LAB. Because we do not have any bilingual or dual language programs (based on parent choice) we do not offer any other native language assessments. Native language books are provided to parents and students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers use a variety of assessments throughout the year to evaluate student progress in speaking, listening, reading and writing. Assessments include: Anecdotal on students speaking ability, formal assessments, listening activities with targeted vocabulary words, running records, and analyzing writing pieces.

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).

a.) SIFE: P.S. 110 currently serves Kindergarten and First Grade students who have less than 2 years in a public school system; there are no SIFE students. As our school continues to grow we will meet the needs of Students with Interrupted Formal Education (SIFE) by providing academic intervention during the instructional day; this includes scaffolding lessons during ESL instruction. Academic intervention will be provided in small groups and individually via pull out and push in models. Furthermore, lessons in all academic settings will be differentiated to include SIFE students in order to afford them access into all topic areas.

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

c.) ELLs (4 to 6 years): Students who have received ELL services for 4 to 6 years will be targeted for academic intervention through differentiated scaffolded instruction, extended day, small group instruction and one to one support in addition to ESL instruction. All of our ELLs have only received 0-2 year of instruction because we are a K-1 school.

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

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?

Among the instructional strategies used throughout the school year will be the use of graphic organizers, academic language scaffolding, anecdotal records, cooperative learning, guided reading, shared reading, interactive writing, differentiation, and total physical response. Classrooms are stocked with guided reading books across various for readers along the continuum, Big Books (non-fiction and fiction), and manipulatives to support learners in making sense of abstract mathematical concepts. Books purchased include a wide range of genres and non-fiction topics including science, social studies, and math.

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?

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

**Courses Taught in Languages Other than English **

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

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

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

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

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

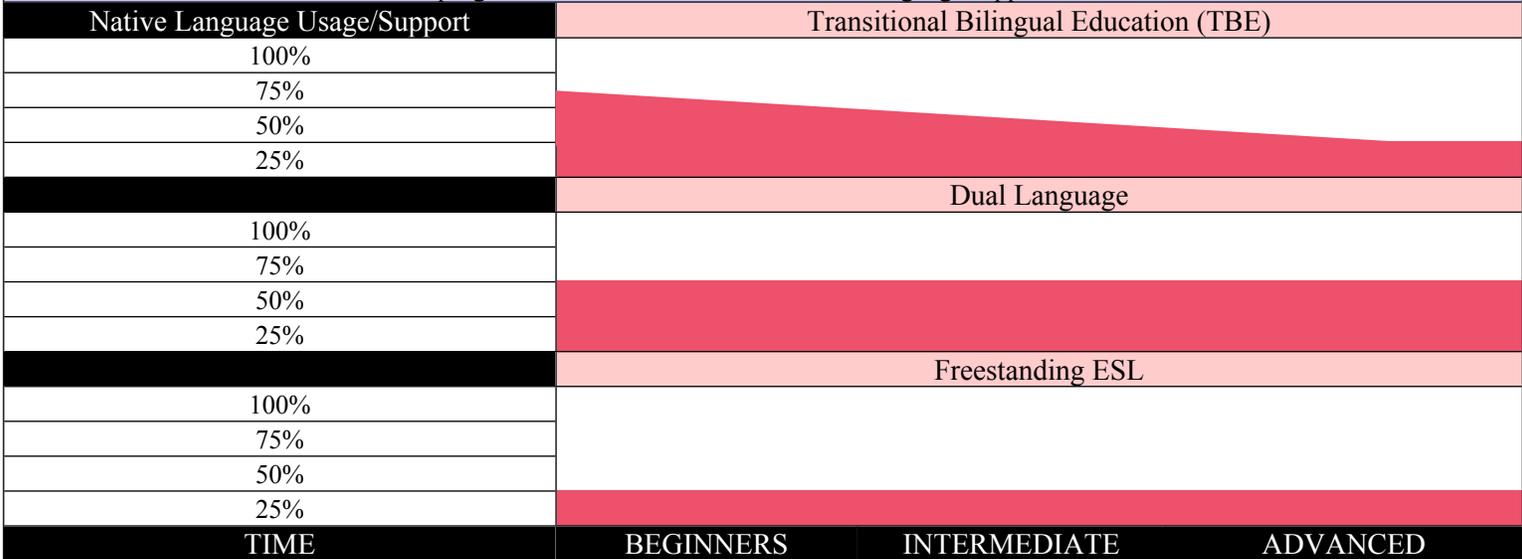
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.



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.

ESL teachers provide language support in the content areas of science, social studies, math and ELA. Additionally two teachers serve as AIS/RTI teachers by providing small group support. Kindergarteners and First graders participate in Extended Day on an as needed basis and receive small group support. Intervention services may include: guided reading, small group interactive writing, and small group math. ESL teachers will also start an early morning tutorial to provide additional support to ELLs focusing on language development through the four modalities.

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

Based on the improvement of our students shown in the 2013 NYSESLAT our curriculum and strategies are meeting the needs of our students and we will use the data to further meet specific needs and improve our instructional practices. Our school focuses on language development through context and curriculum thus supporting both content and language development.

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

As a new and growing school, P.S. 110 is always seeking ways to expand programs and make improvements. Next year we will continue to increase technology in the classrooms and will provide services and parent workshops based on the needs of our community.

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

No programs are going to be discontinued.

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

ELLs have equal access to all programs and supplemental services offered at our school. ELLs participate in extended day as well as school supplemental activities such as field trips and performances. This year ELLs will participate in the Ballet Hispanico residency. There will be a workshop for parents of ELLs to engage them in the learning process along with their children and increase their awareness of movement and their child's physical health. Parents are informed of all programs, services, and workshops in their native language.

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

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

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

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

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

Support services and resources correspond to ELLs' ages and grade levels for our school, grades K and 1, as evidenced by the explanation of programs and services mentioned above.

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.

During the summer, P.S. 110 will provide resources to families of newly enrolled ELLs by informing them of community-based programs that offer recreational activities and educational trips. In addition, parents will be provided a listing of New York City resources that support English acquisition. Parent Meetings are held during the school year to inform parents of resources in the school and in their community that provide educational and community based services.

18. What language electives are offered to ELLs?

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

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)?

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

### **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.

1. It is P.S. 110's goal to provide valuable and effective professional development and continued growth in our teaching practices. Our ESL teachers as well as all teachers participate in 1 weekly professional development which focusses on content based strategies and approaches. In addition, our ESL teachers participate in relevant Professional Development opportunities offered by our network and the Office of English Language Learners. Our ESL Teacher attends monthly meetings through the network, and is currently attending the RTI for ELL workshop (5 session series) through the OELL.

2. Specific Professional Developments are focused on the Common Core Learning Standards in regards to our ELL population. These professional developments are lead by the Principal and Literacy Coach. Teachers will also participate in any professional developments regarding the Common Core offered by the OELL and our network.

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

4. All P.S. 110 teachers participate in Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training. This includes: cultural relevancy in the classroom and response to intervention strategies that work best for ELLs. In addition three sessions are planned to provide support to teachers of ELLs. These include: A hands on workshop introducing them to the goals and concepts their students will learn during the Ballet Hispanico residency. Teachers will develop a plan for journal entries and composition of poetry by their students; Using data gleaned from the LAB-R and 2013 NYSESLAT to plan instructional strategies to assist English Language Learners in building skills necessary to develop as readers, writers, and mathematicians; and prepping our English Language Learners for the upcoming NYSESLAT.

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

In addition to the mandatory Parent Orientation meetings held throughout the school year, we hold meetings with parents to discuss their child's progress, engage parents in activities at school, and provide parents with tools and information necessary for them to be able to assist their child in his/her learning.

This year three workshops are planned for parents. In November, Parent Involvement Workshop will be devoted to providing information on translation services with-in the Department of Education, as well as, English Language educational programs offered by community organizations. Members from Queens Community House and other area organizations will be invited to present to parents. In December, parents will be offered a workshop to engage them in the learning process along their children for Ballet Hispanico. In March, we will provide parents with materials that they can use to prepare their children for the upcoming NYSESLAT.

In addition P.S. 110 hosts cultural and seasonal family events in which parents are invited to watch their children perform poems and songs and celebrate with the school. In the Spring P.S. 110 will present information on summer programs and resources available to families during the summer.

2. This year P.S. 110 is partnering with Hispanico Ballet and Queens Community House to provide workshops and services to ELL parents.

3. Our school staff is working carefully to foster relationships with parents so parents are comfortable expressing their needs to staff. The needs of parents are addressed by meeting individually during parent-teacher conferences, at the Parent Association meetings and by sending out a parent survey.

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

## 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.

P.S. 110 is a new school and only has a kindergarten and first grade population. We are an overflow site for different school zones in Corona, Queens in District 24. P.S. 110 is enthusiastic about our growth and involvement with the community as we expand to a K-5 school.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: 24Q110 School Name: PS 110

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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

Data on the written and oral languages of students and their families is collected upon registration using an interview of parents/guardians and children, information gleaned from the Home Language Identification Survey (HILS) as well as, data from the Adult Preferred Language Report in ATS . PS 110 sends home Department of Education Notices in the three identified languages: English, Spanish and Chinese. School notices pertaining to upcoming, events, meetings, workshops, and students' academic achievements are written and translated into Spanish, our predominant language of our student population. Translations are completed by a school staff member and sent home with the English version attached. Staff member also use the Department of Education's Translation and Interpretation Unit as a method of providing parents with interpretation for oral communications.

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.

We currently have 138 students across Kindergarten and first grade and there are 3 languages represented by our population. 27% of our families speak and read English, 72% speak and read Spanish, and 1% speak and read Chinese. English Language Learners as identified by the LAB-R and NYSESLAT comprise 42% of our population. This necessitates the translation of all documents as a way to keep parents informed. P.S. 110's translation findings and needs are reported at SLT and PTA meetings. Parents are made aware of translation services available to them.

## Part B: Strategies and Activities

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

Since 72% of our population speak and read Spanish, PS 110Q translates all school letters, flyers, and teacher created documents into Spanish for parents/guardians. We utilize the School Messenger Voice System as a follow up to notices that are sent home. The Messages are recorded in English and Spanish and an automated system places phone calls to all homes. English and a translated version of documents are sent home simultaneously. Our goal is to keep our families informed in order to ensure participation in their children's learning process. Additionally, a monthly newsletter produced by the PTA is distributed to all families in both English and Spanish.

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

PS 110Q uses staff members to provide interpretation services to families in Spanish and Chinese. Additional translation/interpretation services are provided through our partnership with United Healthcare and/or The Big Word for Parent-Teacher conferences in both November and March. Teachers have also been provided with the Department of Education Translation and Interpretation Service information.

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

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



## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS110Q	DBN: 24Q110
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 110Q plans on using the Early Morning program to develop oral and written language of approximately 40 English Language Learners as based on the Common Core Learning Standards in the first half of the program and will focus on preparation for the 2014 NYSESLAT in the second half. We will be providing supplemental support for approximately 20 Kindergarten and 20 First grade students before the school day begins. Students will be serviced by two/three fully certified ESL/Bilingual Education teachers. Teachers will work with 10 - 15 students in order to provide small group and individualized instruction. We will begin our program on the Monday, December 2, 2013 and conclude the Friday, April 28, 2014. Kindergarten students will be invited to attend our "Early Morning Tutorial" on Mondays from 7:45-8:45. First grade students will attend the Early Morning Tutorial" Friday mornings from 7:45-8:45.

Kindergarten student selected for this tutorial have been identified as beginners by the LAB-R and will work with a fully certified ESL teacher in the development of Oral Language skills. Teachers will use a variety of materials in order to develop oral language. For example, pictures, authentic literature and informational texts such as Bread, Bread, Bread; My Friend, various books from Sunshine such as, Morning Bath, Mom's Birthday, A Hug is Warm and shared experiences such as a Trip to the Pumpkin Farm, Ballet Hispanico and a neighborhood walk, will be used as a basis for discussion prompts. At the conclusion of the program, students will be expected to be able to participate in conversations with both peer and adults, ask and answer questions to gain information, clarify information and express thoughts, feeling and ideas in a clear manner.

Our First graders who will be selected for the tutorial achieved an Intermediate and/or Advanced level on the 2013 NYSESAT. An analysis of the NYSESLAT results and writing samples from NYC Performance Assessments and classwork indicated a need for supplemental instruction in the development of their writing skills. Teachers will use literature books such as Mondo Publishers Oh No!, What Comes First and A Trip to the City, Big books from Early Science; pictures, and shared experiences such as, a Fire Drill, Ballet Hispanico, A Bus Ride as a basis for student written responses. At the conclusion of the program, students will be expected to respond to a text by stating an opinion, giving a reason for this opinion and provide a sense of closure. They will also be expected to be able to write a narrative that recounts more than one event (their experience across the 15 Ballet Hispanico sessions), incorporating details and temporal words hence, meeting grade level standards.

Kindergarten and 1st grade students who attend the Morning Tutorial will use Getting Ready for the NYSESLAT as a part of their instruction during the month of April.

PS 110 will enter into a partnership with Ballet Hispanico Arts In Education Residency in order to increase cultural appreciation, self-expression, and the facilitation of both oral and written language.

### Part B: Direct Instruction Supplemental Program Information

Title II monies will supplement the institution of this partnership. Studies indicate that movement is integral to the learning process of young children. Structured dance experiences help them to develop self-control, refinement of gross and fine motor skills, listening and communication skills as well as, develop cognitive skills. All students in grades K and 1, will take part in 15, 45 minute sessions designed to explore physical expression, increase content/cultural vocabulary, and instill pride and understanding of the Hispanic culture. Students will keep journals documenting their experiences and produce poetry as an extension of movement. A culminating activity will include both oral and dance presentations to demonstrate their exploration of dance and the Hispanic culture. Both staff and parents will take part in either before or after school workshops to introduce the key concepts and goals of the residency.

In addition to various texts, and photographs, general supplies will be purchased. Such as, Getting Ready for the NYSESLAT, notebooks, pencils, chart tablets, folders.

### Part C: Professional Development

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

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

Begin description here: PS 110's Title III professional development program will focus on providing classroom staff with strategies to provide entry points, scaffold and differentiation for the English Language Learners. It will assist teachers in the preparation of lessons that will facilitate the development of literacy and math skills for their students in addition to assisting their student preparation for NYC performance assessments and the upcoming NYSESLAT. These sessions will be used to develop scaffolds for upcoming units of study in Literacy and Math. All classroom teachers will be invited to participate as all 6 classes have English Language Learners. These teachers will be paid at the per session rate and facilitated by one fully certified ESL teacher, Elizabeth Fraser. The Ballet Hispanico workshop will be facilitated by members of the Dance Company and be offered to all staff members. Supplies such as: folders, pads, pens will be provided for the participants. Additionally, copy paper will be used to compile materials for teacher use.

Topics to be addressed during these sessions are as follows:

1. One one-hour professional development session will be devoted to a hands-on workshop that will introduce them to the goals and concepts their students will be introduced to during the Ballet Hispanico residency. Teachers will develop a plan for journal entries and compositions and/or poems by their students. This Professional Development session will take place in January 2014 from 7:45-8:45 AM.
2. One one-hour professional development session will be devoted to using data gleaned from the LAB-R and the 2013 NYSESLAT to plan instructional strategies to assist English Language Learners at PS110 in building skills necessary to develop as readers, writers and mathematicians. This professional

### Part C: Professional Development

development session will take place in November from 7:45-8:45AM.

3. One one-hour professional development session will be devoted to preparing our English Language Learners for the upcoming NYSESLAT. Teachers will compile a packet of materials to be used in their classrooms to assist their students in the development of listening, speaking, reading and writing skills necessary to be successful on the assessment. This professional development session will take place in March 2014 from 7:45-8:45 AM.

### Part D: Parental Engagement Activities

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

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

Begin description here:

PS 110's parents will be invited to workshops that will enable them to better assist their children in the development of skills. Parents will also be given information on community programs and language services to assist them in navigating educational services for their children. These workshops will be facilitated by one fully certified ESL teacher, Elizabeth Fraser, and Elizabeth Fernandez our designated Language Access Coordinator. The Ballet Hispanico workshop will be facilitated by members of the Dance Company who will translate for parents as necessary. Parents will receive flyers in both English and their Native Language three times prior to the workshop beginning three weeks before the scheduled date. Supplies such as: folders, pads, pens, refreshments will be provided for the participants. Additionally, copy paper will be used to compile materials for parent use.

Topics to be addressed during these sessions are as follows:

1. In December 2013 from 3:15-4:15 PM, parents will be offered a one hour workshop to be conducted either before or after school to engage them in the learning process along with their children. This workshop is designed to facilitate a deeper understanding of the Hispanic culture and increase their awareness of movement and their childrens' physical health.
2. In November 2013 from 3:15-4:15 PM, one one-hour Parent Involvement workshop will be devoted to providing information on translation services with-in the Department of Education, as well as, English Language educational programs offered by community organizations. Members from Queens Community House and other area organizations will be invited to present to parents.
3. In March 2014 from 3:15-4:15 PM, one-hour Parent Involvement workshop will be devoted to providing parents with materials that they can use to prepare their children for the upcoming NYSESLAT. Materials provided will address the four modalities assessed on the NYSESLAT.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$5039	-Two teachers to provide instruction to identified ELLs (Mon/Fri) -PD for staff on addressing the needs of ELLs during the academic day -PD for parents
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1843	-Getting Ready for the NYSESLAT materials: student books, Teacher guides, CDs for grades K and 1 (textbooks) -Misc supplies: paper, pens, pencils, chart tablets, snacks
Educational Software (Object Code 199)	\$1000.00	Software for student and teacher use
Travel		
Other	\$3318.00	Parent involvement Ballet Hispanico supplement
<b>TOTAL</b>	<b>\$11200</b>	