

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**01M110**

**School Name:**

**FLORENCE NIGHTINGALE**

**Principal:**

**KAREN FEUER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Pre-5 Elementary School Number (DBN): 01M110  
School Type: Elementary Grades Served: PreK - 5  
School Address: 285 Delancey Street, New York, New York 10002  
Phone Number: (212) 674-2690 Fax: 212-473-5835  
School Contact Person: Karen Feuer Email Address: kfeuer@schools.nyc.gov  
Principal: Karen Feuer  
UFT Chapter Leader: Ellen Gentilviso  
Parents' Association President: Arthur Shettle  
SLT Chairperson: Andrew Breen  
Student Representative(s): N/A

**District Information**

District: 01 Superintendent: Daniella Phillips  
Superintendent's Office Address: 166 Essex Street, New York, New York 10001  
Superintendent's Email Address: dphilli@schools.nyc.gov  
Phone Number: (212) 353-2948 Fax: (212) 353-2945

**Cluster and Network Information**

Cluster Number: 04 Cluster Leader: Chris Groll  
Network Number: CFN 406 Network Leader: Chris Groll and Renaldo Wright

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Feuer	*Principal or Designee	
Ellen Gentilviso	*UFT Chapter Leader or Designee	
Arthur Shettle	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Judith Dauber	Member/Teacher	
Alice Glick	Member/ Teacher	
Charite Martin-Wat	Member/Teacher	
Lee Berman	Member/ Parent	
Andrew Breen	Member/ Parent	
Juan Calvo	Member/Parent	
Sara Clough	Member/Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- a) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- b) School strengths, accomplishments, and challenges.
- c) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

This year, the school community at PS 110 drafted a new mission statement that identifies the dispositions that we want to develop in our students by the time they reach fifth grade and are ready to leave our school community. The disposition statement also provides a lens by which we can assess effective teacher practices that support the development of those dispositions.

***Our mission is to develop self-motivated, engaged, curious, creative individuals who can actively collaborate and demonstrate perseverance and flexible thinking as life-long learners.***

We believe that academic rigor is foundational in every classroom to ensure that our mission is successful. We define academic rigor as high learning expectations for students to meet instructional outcomes and standards-based competencies. School leaders expect to see teachers meeting the learning needs of their students through whole class lessons (utilizing Universal Design for Learning [UDL] practices), effective teacher talk moves, small group instruction and conferring. School leaders believe that by promoting high expectations for everyone, whether in our general education, special education or gifted and talented classrooms, and deepening our commitment to being a collaborative and positive professional learning community, we have been able to raise the achievement level of many of our students.

Additionally, to ensure that we are consistently achieving fairness in education at PS 110, all students are being exposed to a core body of content, activities and learning experiences. This endeavor has been undertaken over the last 6 years and represents a significant accomplishment.

In addition, to enhance our school culture and support and impact the quality of instruction across classrooms we have successfully implemented:

1. **Responsive Classroom:** The Responsive Classroom is a widely used, research and evidence-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Research confirms that Responsive Classroom practices lead to improved student achievement, improved student-teacher interactions and higher quality math instruction. In fact, the Advance Teacher Level MOTP Detail report indicates that all teachers, having been observed at least once by December 2014, have received a score of Effective or Highly Effective in Domain 2A: Creating an Environment of Respect and Rapport.
2. **Special Education Reforms:** In an effort to respond to special education reforms which include providing increased access to and participation in the general education curriculum and empowering our school to have greater scheduling flexibility to meet the diverse needs of students with disabilities, we have:
  - Programmed our 12:1 students with flexible scheduling aligned to the mandates designated by their IEPs. Our 12:1 students are integrated into appropriate educational settings in both the ICT and general education classrooms during academic and cluster periods thus spending a portion of their day with their general education peers.
  - Assigned our special education teachers to students rather than classes: The teachers spend a portion of their day in their "homeroom" class, providing small group and individualized instruction to their special education students. Another portion of their day is spent providing SETTTS services to individual and groups of students, as needed.
  - Designated Special Education Meetings: Special education teachers, SBST and school leaders meet once

a month to discuss the following: IEP reforms, SESIS issues and other special education related issues.

3. Additional Arts and Enrichment Programs: We believe that all students exhibit talents and strengths. Our goal is to tap into and nurture these strengths in order to help build self-esteem. A greater sense of self will positively impact the willingness and desire to learn. We have expanded our arts and enrichment partnerships in order to provide the widest possible range of programs to excite and benefit our students. They include:
- a) Paul Taylor Dance and Paul Taylor Afterschool Program
  - b) Chess
  - c) REP (Recess Enhancement Program)
  - d)(NDI) National Dance Institute
  - e) NYU Teachers and Writers Collaborative
  - f) Learning Leaders: Book Talk
  - g) After School Art Program
  - h) After school piano lessons with the NY Piano School
  - i) Girls on the Run
  - j) Cookshop (NYC Food Bank)
  - k) Making Books Sing
  - l) Media Literacy
  - m) Music with Third Street Music Settlement
  - n) NY Historical Society : The Art of History
  - o) Theater for a New Audience
  - p) Club Invention Afterschool Science

A continuing challenge at PS 110 is the use of research-based, effective instruction that yields high quality student work and performance in ELA on state tests to increase the percent of students testing at proficiency levels and the percent at the 75<sup>th</sup> growth percentile or higher.

Furthermore, we are meeting targets in student progress in both ELA and mathematics, exceeding targets in student achievement and just approaching targets on our school environment survey. Our goals in each of the Capacity Framework Elements reflect the need to improve in these areas.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The SLT underscores the school’s mission to ensure student proficiency at each grade level for every student and eventual success in college and career. High standards, with a focus on customized, inclusive and motivating instructional as well as active student engagement in learning experiences that develop critical thinking skills is crucial. According to the 2013-14 Advance Observation Dashboard in Domain 3: Instruction, 53% of teachers were rated effective and 10% of teachers were rated highly effective in the core area that includes questioning and discussion techniques and engaging students in learning.

Additionally, according to the School Quality Metrics for 2013-14, 44% of students tested (168) were proficient in ELA and 60.7% were proficient in math. To improve student achievement, we recognize a two-pronged need that builds on the work of last school year : (1) compacting and consolidating lessons in each unit of study to focus more explicitly on the emphasis content standards in each (literacy and math) unit and (2) explicitly focusing on the instructional shifts required for highly effective questioning and discussion techniques (Danielson 3b) and ensuring that virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student achievement rates for proficiency of all students tested will move towards 75% proficiency and grow by 6% points (from 44% to 50%) in ELA and 10% points in math (from 60.7% to 70.7%).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
K-5 Grade Teams collaborate with the Math Consultant to compact Common Core Inc. math units of study to facilitate more targeted instruction based on math content and practice standards emphasizing rigorous habits and higher-order skills in academic tasks so that all learners must demonstrate their thinking.	K-5	Year-long	Math Consultant

3 – 5 Teacher Teams review Expeditionary Learning (EL) units of study to compact learning targets. Additionally, teacher teams decide to include additional writing genres of study, aligned to Common Core Standards given the consensus that EL units do not provide students wide exposure or experience in other writing genres (i.e., narrative writing and poetry).	K-5	Year-long	Instructional Leads
Professional Learning Workshops on: Rigor: To ensure that academic tasks are rigorous using the Hess Cognitive Rigor Matrix; Gap Analysis: To identify areas of instruction that need further development; Social Studies Practice Standards: Understanding the Progression	K-5	Monday	Network
The lead teacher observes and models lessons to demonstrate and reinforce excellent instructional practice/methods in the classroom.	K-5	Year-long	Lead Teacher
Guided lesson study in literacy with support of lead teacher.	K-5	Year-long	Lead Teacher
Inter-visitations to other schools with targeted focus.	K-5	Year-long	School Leaders
Study groups for 3-4 week cycles (professional learning).	K-5	Year-long	School Leaders
Professional Development to support project based learning.	K-5	Year-long	Principal
Principal intern provides additional support to developing and ineffective teachers.	Pre-K and K	Year-long	Principal Intern
School leaders conduct required formal and informal observations, collecting evidence to identify areas in need of development and trends to ensure targeted resources which will have the greatest impact on teachers’ instructional practice.	K-5	Year-long	School Leaders
Administration uses the Advance tracking system to inform visits and trends.	K-5	Year-long	School Leaders
Differentiated Professional Development modules will focus on the Danielson Framework for Teaching components (on ARIS) and video clips of teaching to build a shared understanding of effective teaching and specifically, on using questions and discussion techniques (3b).	K-5	Jan-May	School Leaders
School leaders will arrange additional planning time for grade level teams to accelerate review of curricula, instructional practices highlighted in the Framework for Teaching, and lesson study.	K-5	Year-long	School Leaders
School Leaders meet with Talent Coach throughout the year to receive PD related to Framework for Teaching. School leaders and Talent Coach will visit classrooms, assess and calibrate scores based on Danielson Rubric. Teachers will receive non-evaluative feedback.	K-5	Year-long	School Leaders
Data will be collected and analyzed by administration to track and monitor progress and ensure students are improving throughout the year. Data points will include the results of rigorous common core aligned performance tasks (pre/mid/end-of-unit assessments, other evidence) and a system to capture month to month progress in key standards.	K-5	Year-long	Principal
School leaders will arrange for vertical team meetings in grades K-5 to review learning progressions in similar units as well as to review/share implementation of curricula procedures and routines and tiering strategies to meet individual learning needs.	K-5	Year-long	School leaders
Various classrooms (K-5) use Context for Learning units to further practice instructional shifts in math and to allow students to explore	K-5	Year-long	Principal

and investigate before teachers formally teach it and focus more on math practice standards.			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Additional text sets as recommended by ELA Curriculum
- Test prep materials in ELA and Math
- Per diem allocations for classroom coverage
- Time will be provided for teachers to collaborate and plan

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

The newly contracted weekly block of 80 minutes for professional development will make it easier to meet with staff and target areas of development to meet the goal. Additionally, the lead teacher position will continue to be funded for individual coaching, teacher team support and facilitation of classroom intra-visitations. Tax levy per diem funding will be set aside at the rate of 5 days a year for each teacher (20 teachers x \$160 = \$3200) to attend professional development opportunities off-site. \$5000 will be put aside for fee-based professional development that is not school-based.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

1. Review of pre, mid and post assessment results from all classes on a grade as indicated by assessment calendars.
2. Advance Dashboard results as of January 31, 2015.
3. Mid-Year meeting with the Principal (January – February).

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The SLT is committed to ensuring that school leaders maintain a school culture where students feel safe, supported and challenged by their teachers and peers to regularly engage in intellectual activity.

According to the 2013-14 School Survey, between 80 and 90% of parents recognize the high expectations the school has for their children and that the school provides a safe and welcoming environment for them. Additionally, the Advance Observation Dashboard for 2013-14 provides evidence that 71% of teachers achieved an effective rating in maintaining a supportive classroom environment and 15% of teachers were highly effective in doing so as well, therefore evidence indicates that student safety and support are effective.

However, the survey also suggests that 13% of teachers believe that not all students can learn and that those children are English language learners and students with disabilities. In addition, the School Quality Metrics for 2014-15 underscores the need to close the achievement gap with this sub-group of students. Proficiency rates are as follows: 6.7% in self-contained classrooms (15 students) and 0% of ICT students (16) are proficient in ELA, 6.7% in self-contained classrooms and 6.3% of ICT students are proficient in math. 18.2% of ELLS (11) are proficient in ELA and 36.4% are proficient in math.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students , specifically students with disabilities, English language learners, and students enrolled in our gifted and talented program will demonstrate progress toward achieving State Standards as measured by a 5 – 10% increase in proficiency for each sub-group of students (above their prior performance) as a step in closing the achievement gap.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
The Getting Ready to Learn Program (GRTL) is implemented, which is a 20 minute sensory motor yoga curriculum to further a harmonious	K-5	Year-long	Occupational Therapist

classroom, a safe environment for learning and set the stage for SWDs and ELLs to reach their highest level of independence in academics on several classrooms across the grades.			
Teachers elect to tutor low performing students, including SWDs (Students With Disabilities) and ELLs (English Language Learners) during 80 minute block on Mondays.	1,2,4	Year-long	Teachers
Data meetings with the teachers 3 times a year to progress monitor individual SWDs and ELLS.	K-5	Year-long	Principal
Meetings with Special Education Teachers, school leaders, Implementation Team and Related Service Providers are held to assess effectiveness of flexible programming and integration of mandated special education services.	K-5	Year-long	School Leaders
PS 110 is partnering with APEX (Asian Professional Exchange) Saturday Academy to tutor 4th and 5th Graders using Common Core aligned resources in literacy and math to better prepare SWDs and ELLs for this year's ELA and Math Exams.	4,5	Year-long	Principal
Additional multi-level common core aligned test preparation materials will be purchased upon staff review and recommendations in order to provide scaffolding to SWDs and ELLs.	3-5	January	Principal
Differentiated professional development for teachers to build more effective learning behaviors in SWDs and ELLs that include executive function skills, support critical thinking, organization, study skills and perseverance	K-5	Jan-April	Consultant
Additional multi-lexile level texts will be purchased to update and improve classroom libraries along with recommended texts from Expeditionary Learning units of study in Grades 3-5.	3-5	September	Principal
Mentor teacher provides ongoing instructional and curricula support to teachers of SWDs.	K-5	Year-long	Lead Teacher
Making Books Sing Arts Partnership provides art enrichment directly targeting ELLs and SWDs and literacy for all students in four language modalities: listening, speaking, reading and writing.	2,3	January-May	School Leaders
7 Teachers were trained to use MAXScholar, an online phonics, reading and writing intervention program to work with small groups of SWDs and ELLs during the school day.	K-5	Year-long	Principal
Struggling readers are assigned RAZ-Kids accounts for independent classroom reading and reading at home.	K-5	Year-long	Principal
School leaders will arrange additional planning time for grade teams to accelerate review of curricula, norm student work, engage in gap analysis, and/or unpack a strand of the standards and brainstorm questions for small group interventions with SWDs and ELLS	K-5	Year-long	School Leaders


**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time will be provided to plan and collaborate with teachers across grade levels.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy funds will continue to be used to pay teachers per session for other academic after school programs (i.e., APEX Saturday Academy), consultant fees [\$3000] and OTPS funds for library and textbook funds (\$2500) to support the purchase of additional instructional resources and materials.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

9. Review of pre, mid and post assessment results from all classes on a grade as indicated by assessment calendars.

10. Advance Dashboard results as of January 31, 2015.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers at PS 110 are committed to instructional improvement both in their classrooms and school wide. Additionally, school leadership recognizes the need for continuous professional growth and an on-going commitment to developing a school-based professional community.

According to an end-of-year Internal Coherence Survey (part of the Richard Elmore Leadership Institute) that 72% of teachers responded to, a mean of (4.60 out of 6.00) was calculated from staff who believed it was somewhat accurate to accurate that they will be able to motivate students, have the skills to produce meaningful learning, ensure that every child can learn and that they have the skill to use various methods of teaching to help underperforming students.

Additionally, an even higher mean (4.80 out of 6.00) was calculated from the same group of teacher respondents who believe that PS 110 has what it takes to develop a whole-school improvement plan that would result in meaningful changes to teaching and learning if achieved, has what it takes to deepen a shared understanding of effective instructional practices and students learning and to make changes to individual practice to align with that understanding.

However, survey results for team efficacy for improvement reveals that the mean of 4.41 out of 6.00 is lowest and that staff indicates a weakness in teacher collaboration in teams currently in place. Specifically, teams are not sure that they have what it takes to make collective instructional decisions that result in improved learning experiences for students, to engage in discussion and debate productive enough to change individual thinking about instruction and to analyze students work and determine an appropriate instructional response.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve teacher collaboration through individualized and differentiated professional development focused on developing teachers’ ability to make collaborative instructional decisions and demonstrate appropriate instructional responses. Teachers will work together to better understand and support the diverse learning needs of students, meet regularly to discuss how to improve their instructional techniques and student outcomes. A benchmark (Internal Coherence (5.00 out of 6.00) survey will reflect teachers’ self-assessment of progress towards this improvement.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
School Leaders participate in Leadership Cohort (based on Internal Coherence research) to build capacity for improving instructional practice and student learning over time focused on organizational structures and processes for teachers' collective work, and the efficacy beliefs of teachers related to teaching and student learning.	School leaders and teachers	January-June	School leaders
Teacher teams (both horizontal and vertical) review and decompose the ELA and math modules to target key concepts to maximize instruction.	K-2, 3-5, ELL and Special Education students	Year-long	Instructional Lead Teachers, ESL Teacher
Teachers use the designated parent-engagement time on Tuesdays to meet with parents/guardians and discuss or survey feedback on targeted instruction that will inform collaborative teacher teams.	K-2, 3-5, ELL and Special Education students	Year-long	K-5 Teachers, Special Ed Teachers
School Leaders will utilize data from the Professional Learning Committee survey to provided differentiated professional development opportunities.	K-5	Year-long	PD Committee, Administration
Guided lesson study in literacy with support of lead teacher.	K-5, Lead Teacher	Year-long	Lead Teacher
Study groups for 3-4 week cycles.	K-5	Year-long	Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Designate time for vertical and grade team meetings and intra-visitations.
Designate time for lesson study.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
19. Monitor grade team participation in professional learning activities by February 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The SLT underscores the need for principals to be leading change, nurturing the leadership of others and providing guidance over time to sustain a coherent instructional program. Additionally, school leadership is committed to improving students’ ability to make progress

The mark of effective school leadership includes knowing what’s going on in classrooms and monitoring student progress. According to the School Quality Metrics for 2013-14, the median adjusted growth percentile for students in grades 4 and 5 at 54% (for 97 students) and the median adjusted growth percentile in mathematics at 62%, additional monitoring of student progress is warranted. Additionally, though the median growth percentile for the lowest third performers in ELA is 74%, the median adjusted growth percentile for the lowest third performers in math is 57%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the median adjusted growth percentile for the school’s lowest third will increase by 6% points (from 74% to 80%) and for all students by 6% points (from 54% to 60%) in ELA. The median adjusted growth percentile for the school’s lowest third in mathematics will increase by 10% points (from 57% to 67%) and for all students by 6% points (from 74% to 80%).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>27. Strategies to increase parent involvement and engagement</li> <li>28. Activities that address the Capacity Framework element of Trust</li> </ol>			
School leaders participate in Leadership Cohort (based on Internal Coherence) to build capacity to create a supportive environment for risk-taking inherent in the work of improving instructional practice.	School Leaders	January-June	School leaders
Responsive Classroom and Second Step Programs	K-5	Year-long	School Leaders

School leaders attend and participate in lesson study, grade team meetings and professional learning activities with teaching staff.	School leaders, lead teacher, K-5	Year-long	School leaders, lead teacher
School leaders meet with Talent Coach to receive professional development related to the Framework for Teaching. Administration and Talent Coach will visit classrooms, assess and calibrate scores based on Danielson Rubric.	School leaders, K-5	Year-long	School leaders
School leaders use results of teachers PD survey to determine PD opportunities for teachers throughout the year.	School leaders, K-5	Year-long	School leaders
School leaders meet with Instructional Lead Teachers on each grade level once a month to discuss new initiatives, instructional concerns and grade meeting status and Special education teachers to support instructional practices to meet students' goals and compliance.	School leaders, Instructional Lead Teachers K-5	Year-long	School leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

N/A

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Review of pre, mid and post assessment results from all classes on a grade as indicated by assessment calendars and mid-year meeting with the Principal (January – February).

Advance Dashboard results as of January 31, 2015.

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

According to the 2013-2014 School Survey, 94% of parents are satisfied with the education their child(ren) receives at PS 110. 91% of parents feel that the school offers a wide variety of courses, extracurricular activities and services. However, participation numbers for all school events/activities and meetings are low.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to increase parent participation in school activities, meetings and presentations such as PTA meetings, *Common Core Talks and Walks*, Parent Teacher Conference, special meetings, etc. Attendance sheets for all school activities, meetings and presentations will show an increase of 10%

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Time is provided for teachers to meet with parents/guardians every Tuesday, thereby increasing opportunity to meet for Parent-Teacher Conferences more frequently and for a longer period of time.	K-5 families	Year-long	School Leaders
Families are invited to celebrate student work in all major subject areas at the end of a cycle. Family members are asked to provide written feedback to students.	K-5 families	Year-long	Teachers
Disseminate two Parent Surveys on key issues that will help inform parent workshops and meetings.	K-5 families	Year-long	SLT
Preview math units for families to provide at-home support.	PreK-5 families	Year-long	Principal, Teachers
New family engagement series of activities, beginning December 19, 2014 (then again on January 21 and March 11, 2015) that encourages	K-5	Year-long	Parent Coordinator, Art

parents/guardians to create art as their children do. The series also demonstrates how art making is integrated with literacy, mathematics and/or social studies content areas. Parents/guardians will have an opportunity to discuss processes, peruse student work, and participate as their children do.			Teacher, Principal
Cookshop Family series (6 sessions) supports Cookshop Classroom and exposes parents/guardians to improved nutrition and healthy menu planning and eating.	K - 1	January-June	Parent Coordinator
Common Core Talks and Walks: Early morning visits and debriefs in various classrooms to expose parents/guardians to Common Core instructional shifts and standards-based units of study.	K-5	Year-long	Principal, Assistant Principal
Continuing to partner with community organizations in the arts and otherwise to enrich experiences for students and enhance programming. (i.e., Paul Taylor Dance free teen-led afterschool program), sustained silent reading, homework help and test preparation with Youth in Unity After School).	K-5	Year-long	School Leaders
Arrange speaker series for PTA meetings beginning January 2015 through May 2015.	K-5	Year-long	Principal
School leaders help determine placement for learning leaders working in classrooms.	K-5	Year-long	Parent Coordinator, School Leaders
School leaders will collaborate with the PTA Communications Committee to create and execute strategic communications to promote PS 110's family and community partnerships and offerings, and to strengthen and expand engagement in the school community.	Parent and External Community	Year-long	Parent and PTA leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Refreshments will be served at various meetings, activities and presentations.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p> <p><u>Tracking of numbers of families meeting with teachers on Tuesdays, sign-in sheets for PTA meetings, workshops, Common Core Talks and Walks, etc.</u></p> <p><u>Mid-point progress monitoring to occur in May 2015.</u></p> <p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>
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41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All general education classes are using the intervention	<ul style="list-style-type: none"> <li>• <u>Foundations</u>: (2 Kindergarten classes, 1 First Grade and 1 Second Grade class)</li> </ul>	Whole Class	Period 1, 5 days a week
	8-10 lowest readers in first grade based on program assessment data and factors	<ul style="list-style-type: none"> <li>• <u>Reading Recovery</u></li> </ul>	One-to-one	During the school day, 5 days a week for 18 weeks
	Students are selected by classroom teachers based on F & P running records	<ul style="list-style-type: none"> <li>• <u>Leveled Literacy Intervention</u>, a research-based system to supplement daily instruction with small groups (1:3) of students on the same reading level; designed to bring students to grade level performance</li> </ul>	Small group	During and after the school day
	All students with disabilities and English language learners in grades 1 -5	<ul style="list-style-type: none"> <li>• MAXScholar on line intervention for phonics, vocabulary, reading and writing.</li> </ul>	Small group or whole classroom	During the school day and at home
	Students are selected by classroom teachers based on F & P running records	<ul style="list-style-type: none"> <li>• <u>Guided reading groups</u>: (Grades 1 - 5 )</li> </ul>	Small group	During the school day

	<p>Students are mandated for services, others are at-risk (below grade level)</p> <p>Students performing below grade level on the ELA and math exams are selected by the school and families can self-select to send their children in grades 4 and 5</p>	<ul style="list-style-type: none"> <li>• Pull out mandated <u>SETSS services</u> that include at-risk students</li> <li>• <u>Saturday Tutoring Program</u>, September- May, 2 ten week sessions, one in literacy and one in mathematics</li> </ul>	<p>Small groups up to 8 students</p> <p>Tutoring with volunteers, 1:3 ratio</p>	<p>During the school day, 1-4 times a week in classroom or separate location</p> <p>20 Saturdays for 2 hours each day</p>
<b>Mathematics</b>	Teachers identify students in need based on below grade level performance	<ul style="list-style-type: none"> <li>• <u>Guided math groups</u>: (Grades K-5)</li> </ul>	Small groups	Afterschool on Mondays and/or Tuesdays
<b>Science</b>	Science teacher identifies at-risk 4 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>• <u>Guided science groups</u> for students in grade 4 with instruction in academic vocabulary and reading grade appropriate texts</li> </ul>	Small group, 6 week cycles	Afterschool on Mondays and/or Tuesdays
<b>Social Studies</b>	Classroom teacher determines	<ul style="list-style-type: none"> <li>• <u>Guided social studies groups</u> for students in grade 4 with instruction in academic vocabulary and reading grade appropriate texts</li> </ul>	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team (PPT) Referrals	Targeted at-risk services provided by the Guidance Counselor and Social Worker	Small group or one-on-one	During the school day, once a week

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**PS 110**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>110</b>
School Name <b>The Florence Nightingale School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Karen Feuer</b>	Assistant Principal <b>Alana Jermanok</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Melanie Brooks</b>	Guidance Counselor <b>Suzanne Ross</b>
Teacher/Subject Area <b>Lauren Bakian</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Denise Oehl/SETTS</b>	Parent Coordinator <b>Millie Candelaria</b>
Related Service Provider <b>Randi Posner/Speech &amp; Language</b>	Other <b>Megan Turner/Speech &amp; Language</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	380	Total number of ELLs	20	ELLs as share of total student population (%)	5.26%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Pull-out	2	4	6	6	0	0								18
Push-In	6	4	2	2	8	8								30
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>48</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12			8			0			20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	12	0	0	8	0	0	0	0	0	20
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE														0
SELECT ONE														0
<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	
	ELL	EP	ELL	EP																
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<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
<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	1	1	3	1	1	1								8
Chinese	1	2	1		2	1								7
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>20</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	0	0	1	0								5
Intermediate(I)	0	1	1	0	2	0								4
Advanced (A)	0	0	1	4	0	2								7
Total	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>16</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		0		2		
8									

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Currently, we have 6 beginners, 4 intermediate and 10 Advanced ESL students. Last year's NYSESLAT results indicated that students' strengths are in speaking, listening and reading across all grade levels, and that writing is an area of weakness. The majority of our students have scored at the intermediate or advanced level.

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

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

Our current systems better link assessment with instruction aligned with Common Core Learning Standards and further teachers' understanding of the needs of their students to more effectively set learning goals and student outcomes that meet those identified needs so that students can meet and exceed performance levels. Using Fountas & Pinnell 5-times during the school year improves a teacher's ability to match books to a reader's abilities and make progress along a gradient of texts and to ensure that students are reading a grade level band of complex texts. Once teachers are sure of a student's current reading level, they will be coached to provide many opportunities to practice reading with a high degree of success. Each level brings new challenges of vocabulary, decoding, concepts and syntax that teachers need to recognize and understand so that they can determine how to teach and support students thinking about and beyond the text. In order to ensure that teachers use data to drive their instruction, we want the data to make sense to them and for teachers to recognize assessment as an integral and continuous part of their teaching and not simply as a required task that is completed and then put aside. The Fountas & Pinnell Benchmark System provides materials and procedures for observing and assessing the reading levels and behaviors of students in grades K – 5. It is directly linked to Fountas & Pinnell levels A – Z and small group reading instruction using leveled books that align and match the leveled libraries in PS 110 classrooms.

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

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

Additionally, NYC Performance Assessment results will provide a baseline of formative data that teachers will use to modify or change their instructional practices as well as setting SMART goals for students. Student performance on in class unit assessments (Expeditionary Learning, Common Core, Inc) and other benchmark assessments, highlight other opportunities to review class trends and patterns to set new learning goals for students or to reteach concepts not yet mastered by students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels on the NYSESLAT reveal that students, even in their first year of testing, score between advanced and proficient in listening and speaking but that in the modalities of reading and writing, they score at least a level below. Overall the data shows that the majority of our students scored proficiency levels of intermediate and advanced levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does

your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

Students who excel in the reading modality but not in writing are taught with a greater focus on writing skills and are given the opportunity to participate during extended day. For students with low reading scores, classroom teachers, related service providers, the ESL teacher, intervention specialists, even the science teacher- work more on reading strategies and reading comprehension and especially important for language learners - reading for fluency.

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

4b. and 4c. PS 110 uses the ELL periodic assessments. to inform instructional decisions, small group work, and early morning extended day participants that provide ELLs with more time on task.

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

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 Student profiles and portfolios which include student work are analyzed by teams of teachers during inquiry team meetings. Teachers meet with the purpose of revising initial student goals and defining next steps in establishing new student goals. Dated work is especially helpful to the teachers in establishing progress in language acquisition. The ESL teacher is in regular contact with parents of ELLs and classroom teachers, so that they are aware as soon as possible of any difficulties students might be experiencing, and can move quickly to modify instruction to provide targeted instruction.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 A Home Language Identification Survey (HLIS) is completed by parents (in their native language) of newly enrolled students at registration with the assistance of a trained pedagogue (ESL teacher, Melanie Brooks). An oral interview of the student/family is conducted by the ESL teacher. Both the parent coordinator and other school staff are called if an interview must be conducted in the parent's native language. The native languages of the majority of our parents are Chinese and Spanish. Numerous staff members are able to assist with translations. If no-one is able to translate, translation services will be called to assist. to inquire about the student's home language and prior school experience and the language of instruction. The interview is conducted in a language that the parent understands. Upon review of the HLIS, if answers meet the New York City criteria that certain questions be answered in a language other than English, an immediate determination of student's home language and eligibility for LAB-R testing is made by the ESL Teacher (a trained pedagogue). The completed HLIS is signed by the parent and ESL teacher and one copy is placed in the student's cumulative record folder to remain a part of the student's permanent record. The LAB-R is administered only once in the student's lifetime and within 10 days of initial enrollment if the student has a home language other than English. Parents are notified in writing of their child's status as an English Language Learner (ELL) or a non-ELL. Parents are given the options of available ELL services both in the school and in they city. The school only offers freestanding ESL but if the parent would like transitional bilingual or dual language, then the school will provide a list of schools that provide those services. Each ELL student's proficiency level is evaluated the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are informed of their child's progress and students who reach proficient level will no lonberg be in need ELL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
 In addition, within the 10 days of a student's registration and following the determination of LAB-R results, an entitlement letter is sent to all students eligible for ELL services and written information in various languages is immediately sent home to inform parents of language acquisition models available at the school with an invitation to attend a Parent Orientation meeting. At the orientation meeting, parents are informed of the program choices through a DVD in their home language from the EPIC toolkits. Orientation is facilitated by a licensed pedagogue (ESL teacher) with the assistance of the Parent Coordinator. Parents may also access the video online and are informed of the hyperlink ([schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm](http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm)) in order to do this. Alternatively they may elect to attend private showings of the video if the orientation date is not convenient. With the asistance of the Parent Coordinatoor, the ESL teacher is able to meet with all families of identified ELLs before the end of the first month of school. Parents are provided with information regarding the three program models available in NYC public schools (Transitional Bilingual, Dual Language and ESL) in a language that they understand. Parents make an informed choice regarding their child's ELL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

ELLs are placed in the parent's program of choice within 10 days of enrollment and parents are sent a placement letter. The majority of parents select the ESL model. If parents select Transitional Bilingual or Dual Language they are provided the transfer option to another school that offers the selected model. Interpreters are provided as needed for parents who do not speak English either by school staff or by the DOE. The Parent Survey and Program Selection Form are presented to parents in a translated version of the home language as needed. After reviewing the Parent Survey and Program Selection Forms for the past few years, we find the trend in program choices requested by our parents is freestanding ESL, the program model offered at PS 110. Throughout the year, to ensure that no new admit or transfer student is overlooked, the ESL teacher uses ATS to run weekly RLER and RLAT reports. Families arriving later in the year are invited to meet with their child's ESL teacher individually and are given copies of all pertinent information (mentioned above).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A tracking sheet is used with names of all eligible students on. In liaison with the ESL teacher at PS 110, all parts of the NYSESLAT are administered by an ESL Teacher from another school. All ELL students are given extended time and the use of a bilingual dictionary and other testing accommodations. TO BE COMPLETED

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

ELLs are organized by grade and proficiency levels. Our ESL program goal is to support the integration of ESL students into mainstream classrooms, therefore instruction is delivered using both the pull-out and push-in models. For example, the ESL teacher pushes into second, fourth and fifth grade classes with English Language Learners and supports the teacher in the classroom. The push-in periods encompass both literacy and math instructional blocks during 4/45 minutes periods a week. In addition, we use a pull-out model with students to provide one-on-one support so crucial to beginning and intermediate second language learners. In addition, during pull-out periods ELLs are clustered by proficiency level spanning grades K-5.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Both our organizational models (push-in, pull-out) and program models (homogeneous proficiency levels) are in place to ensure that the mandated number of ESL instructional minutes are provided to each of our English Language Learners based on proficiency levels.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL instruction integrates both subject and language learning. We want ELLs to learn concepts and content knowledge while learning their second language. The ESL strategies are applied in teaching the four language modalities including listening, speaking, reading and writing. While targeting the areas of listening and speaking, the ESL teacher provides the opportunities and the environment for interactions between students as well as interactions between teacher and student. During activities that require problem solving, students explore the problem in partnerships or triads; then report back to the class. Students also practice language skills by surveying their classmates, parents, and teachers on a variety of topics integrating mathematics skills as well. Currently, teachers are using technology (ipods, phone apps, computer programs, voice threads and technology assisted feedback) to improve writing skills in addition to scaffolding students' speaking and listening skills. In addition, in all classrooms, teachers are asking probing and open-ended questions and using less teacher talk to encourage student participation in deeper and more meta-cognitive ways. Specifically, the K - 2 reading and writing curricula is integrated and designed to support students in developing oral language. While students are aware that they can get ideas from books, poems, songs and each other, they are now exposed to the notion that ideas for composing (orally and writtenly) can come from the experiences that we have. Experiences are arranged
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All Spanish-speaking new entrants to PS 110 who score at or below the cut-off scores on the LAB-R are administered the Spanish LAB once during the same testing period to determine language dominance for instructional planning in providing ESL services. For non-Spanish speaking students we evaluate through their native languages in content areas such as math, social studies and science.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher reinforces strategies of visualization and making connections (activating prior knowledge), as well as the skill of observation, both verbally and in writing with ELLs to help build comprehension and language acquisition. Other strategies that are taught and align with ELA classroom instruction and other comprehension strategies include asking questions and inferencing.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Each of our ESL instructional periods is 45 minutes long. Beginners and intermediate ELLs receive eight periods of mandated instruction per week as per CR Part 154 and advanced students receive four periods of mandated instruction per week. All instruction is differentiated by sub-populations depending on the skill level of the student and includes modifications to templates, worksheets, number problems, writing assignments, materials (paper, writing tools) and independent reading books.

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

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

Each of our ESL instructional periods is 45 minutes long. Beginners and intermediate ELLs receive eight periods of mandated instruction per week as per CR Part 154 and advanced students receive four periods of mandated instruction per week. All instruction is differentiated by sub-populations depending on the skill level of the student and includes modifications to templates, worksheets, number problems, writing assignments, materials (paper, writing tools) and independent reading books.

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

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

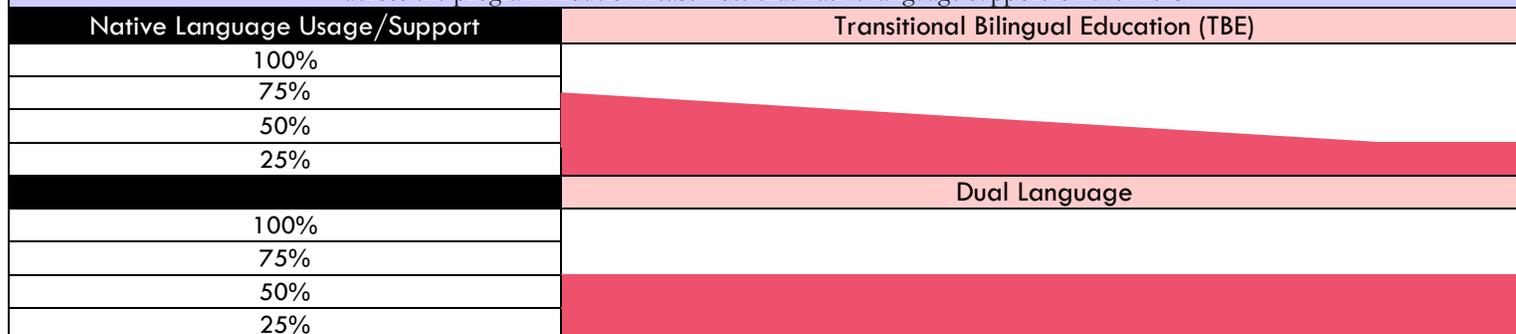
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention for ELLs in ELA includes early morning reading instruction to double or triple the rate (accelerate) of reading to practice and catch up to their non-ELL peers. High success reading requires building at-a-glance word recognition vocabulary and the best way to do that for all students is to experience lots of high-success reading and provide opportunity for students to discuss their reading. It is not possible for someone to learn from a book when they are unable to read accurately, fluently and with understanding.

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

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

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

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

TO BE COMPLETED

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

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

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

N/A

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

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

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

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

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

to Brain-Pop, united streaming.org and Discovery and National Geographic websites.

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement at PS 110 is evident. Parents of ELLs attend publishing parties celebrating end of unit student work and provide valuable translation services for one another at parent-teacher conferences (November and March each year) and PTA meetings.

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

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

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

**School Name:** The Florence Nightingale School

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
KAREN FEUER	Principal		1/1/01
ALANA JERMANOK	Assistant Principal		1/1/01
MILLIE CANDELARIA	Parent Coordinator		1/1/01
MELANIE BROOKS	ESL Teacher		1/1/01
	Parent		1/1/01
LAUREN BAKIAN	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
SUZANNE ROSS	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **04** Network: **CFN406**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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