

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

DBN: (i.e. 01M001): **24Q110**

School Name: **PS 110Q**

Principal: **KARYNA TEJEDA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q110
School Type: Public Grades Served: K - 2
School Address: 48 -25 37th Street, Queens, NY 11101
Phone Number: 718-472-2490/2491 Fax: 718-472-2494
School Contact Person: Karyna Tejada Email Address: ktejeda@schools.nyc.gov
Principal: Karyna Tejada
UFT Chapter Leader: Anna White
Parents' Association President: Dionicia Romero
SLT Chairperson: Izabela Banas
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50 Avenue, Queens, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

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)
Karyna Tejeda	*Principal or Designee	
Anna White	*UFT Chapter Leader or Designee	
Dionicia Miriam Romero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Izabela Banas	Teacher/Chairperson	
Marshal Trager	Teacher	
Claudia Curatolo	Teacher	
Maria Fernanda Arce	Parent	
Sophia Ramos	Parent	
Julia Jimenez	Parent	
Alma Rosas	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school's belief is that while all children can learn, we must acknowledge where they are on the learning continuum in reading, writing, and mathematics in order to provide targeted instruction that will not only support each learner, but provide cognitive challenge. Using the Whole Language Approach in all content areas we work to provide contextualized instruction, not in isolation, in order to make learning experiences meaningful and purposeful to learners.

PS 110 is a K-2 school with high academic and social expectations for all students. We are a school where all school members respect one another. We provide a safe and nurturing school environment where everyone knows everyone in our 'home away from home'! We are proud of the fact that we provide a curriculum that educates the whole child – academically, socially, and creatively.

Our teacher teams continue to plan and integrate Core Knowledge themes into the K-2 curriculum, in addition to using the New York State Common Core Standards. For example, our 5 year olds are learning how to read and write as they are introduced to content area literature about their community, the Pilgrims, American symbols, and the continents of the world. Our philosophy is that their knowledge base will be broader and then in the future, their prior knowledge and writing experiences will be richer.

An emphasis on intensive and ongoing professional development in many areas has effectively improved our literacy and math program. The principal, assistant principal, and teachers in leadership roles provide extensive professional development with an emphasis on guided reading and writing. Interclass visitations have been scheduled so that our teachers may improve their pedagogy by observing their colleagues. We also have hired 3 new teachers this year as a result of our growing school so the teaching of guided reading has been a focus for the year. In mathematics, our emphasis has been on making math language connections, the workshop model, and lesson development using the Investigations math program. Our plan is to maintain the goals of our Professional Development Program and to include future topics as follows:

- Fountas and Pinnell Benchmarking
- English Language Learners: Classroom Strategies to Help ELL Students Succeed
- Teaching Reading Strategies through Guided Reading
- Developing Math rigor to engage students
- Special Education: Utilizing the CCLS checklist in Determining Promotional Criteria
- Teacher Team Planning: Designing and Upgrading Curriculum Maps in Literacy and Math

We have also provided staff development in the following areas:

- Danielson: Student Engagement and Questioning and Discussion Techniques
- Schoolnet: Using MoSL data to inform instruction
- Guided Reading as a tool for success
- Lesson Study
- Thinking Maps

One of our most enjoyable accomplishments is our work around parent outreach. This year we have a number of new programs, workshops and celebrations that actively involve our parents and educate them around curriculum and culture. Student of the Month and Quill Award winner celebrates the academic and social growth of the students and is celebrated at our Town Hall with the staff, students and parents. Community Friday allows our parents, once a month,

to come into the school and visit their child's classroom to become active participants in the learning going on in the classroom. We also have conducted workshops around the CCLS and will continue to provide workshops to educate the parents on the curriculum of the school and how to support their children at home. Information about their child's curriculum is also shared through the Newsletter that is sent home seasonally by the teachers in both English and Spanish. We also host Coffee and Conversation once every two months to discuss parent concerns and updated school information.

Physical space availability continues to be a great concern at PS 110Q due to the ongoing construction. We've had to think 'out-of-the-box' and carefully utilize space for everyone. Our speech teacher has a small space in our office. Our music teacher travels with a cart from classroom to classroom. All available physical spaces are being utilized for instruction; we do not have an inch of space available.

A key area of concern is the achievement of our Lowest Third and our Special Education students. Many of our special education students are a part of the lowest third subgroup. Presently, we have three collaborative team teaching classes and one 12:1:1 class. We continue to analyze our yearly data for each 'Special Needs' child in order to have accurate data and information to develop the Individualized Education Plan at annual reviews. We continue to target their areas of need and strengths: decoding, encoding, comprehension, etc. As we analyze hard and soft data daily, weekly, and monthly, we make recommendations for curricular adjustments and instructional strategies to improve student outcomes.

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.

Based on our June 2015 data we noticed that our students, as per F & P Running Records, were fluent readers but were unable to move up in level because they struggled with responding to comprehension questions. In writing, we noticed that students were not producing volume or structuring their pieces in an organized manner. We noticed there was a correlation between students’ F & P reading levels and their writing. October 2014 baseline F & P running records show that approximately 50% of students in grades 1 and 2 were approaching or at grade level in reading. In writing, analysis of the baseline task shows that students need to focus on development and organization. In math, 50% of students in first grade are approaching or on grade level, and 84% of students in second grade are at or above grade level in Number and Operations.

Strengths:

- Guided Reading instruction is done daily; teachers meet with students at least 2 times weekly and provide direct instruction on each student’s instructional level
- Teachers provide students with linguistic frames and sentence prompts to develop language
- Teachers work in grade level teams to develop units of study aligned to the Common Core Learning Standards
- Implementation of Thinking Maps to support students with development and organization of ideas to produce writing pieces across genres and content areas
- Use of manipulatives to support students with abstract concepts

Areas of need:

- Professional development in math ideas to deepen teachers’ understanding of concepts and how they are connected
- Differentiation to support a wide variety of learners including English Language Learners, Students with Disabilities, high performing students, at risk students
- Providing students with purposeful feedback in order to impact student outcomes and work products

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, 100% of classroom teachers will embed the use of multiple entry points into reading and writing instruction so that at least 25% of students (ELLs, SWD, at-risk, etc.) will improve their performance a minimum of one proficiency level on the Information trait on the Measures of Student Learning (MoSL) performance assessment in ELA.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Activity 1: Professional Development for Teachers – Professional development will be provided to all teachers servicing all students by administrators, teacher/leaders and network staff developers in the following areas:</p> <ul style="list-style-type: none"> • <i>3b Questioning and Discussion and 3c Engaging Students in Learning (our school’s instructional foci)</i> • <i>Guided Reading</i> • <i>Differentiation</i> • <i>Benchmarking Using the Fountas & Pinnell Reading Kit</i> • <i>How to translate data from an array of other assessments (F&P running records, teacher created assessments, on-demand writing samples, MoSL data, and observation and feedback cycles)</i> <p>Develop curriculum maps aligned to the CCLS, CIE, and our instructional focus</p>	K – 2 Teachers	09/2014 – 06/2015	Principal, Assistant Principal, Lead Teachers, Network Support staff
<p>Activity 2: Use of Thinking Maps</p> <ul style="list-style-type: none"> • Implementation of Thinking Maps school – wide • Use of Thinking Maps to support students with organization and development of ideas in order to plan for writing 	K – 2 Teachers	09/2014 – 06/2015	Principal, Assistant Principal, Lead Teachers, Network Support staff
<p>Activity 3: Implementation of the Core Knowledge Listening & Learning strand</p> <ul style="list-style-type: none"> • Implement Core Knowledge to support learners with vocabulary development and listening comprehension • Use Core Knowledge to impact students’ writing across content areas 	K – 2 Teachers	09/2014 – 06/2015	Principal, Assistant Principal, Lead Teachers, Network Support staff
<p>Activity 4: Teacher Teams</p> <ul style="list-style-type: none"> • Teacher teams will meet during Tuesday Professional Work Time to modify and adjust curriculum based on MoSL data, F & P reading levels, teacher created assessments, anecdotal records, and rubrics 	K – 2 Teachers	09/2014 – 06/2015	Principal, Assistant Principal, Lead Teachers, Network Support staff

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Activity 1: Sub coverage for teachers Professional development Thinking Maps materials for teachers Core Knowledge Listening & Learning Strand Professional texts Scheduling of assessment windows for completing running records</p> <p>Activity 2: Training of administration in order to support teachers and provide professional development Sub coverage for teachers</p>

Professional development
 Activity 3:
 Core Knowledge Listening and Learning Strand
 Sub coverage for teachers
 Professional development
 Classroom libraries to support the study of the different genres in the units

Activity 4:
 Sub coverage for teachers for professional development

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	X	Title I Basic		Title IIA	X	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:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
F& P Running Records – October 2014, December 2014, February 2015 (Mid point), May 2015				
Informal MoSL Assessment – February 2015, May 2015				
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?			
Meeting the benchmark will be determined in February 2015.				

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

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| 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. |

Based on the 2013 – 2014 Learning Environment Survey 91% of parents agreed/strongly agreed that their child is safe in our school. However, parents are dissatisfied with the lack of supervision of students on the school buses and have expressed concerns around their safety. The issues with busing are a reality for our school that has been an overflow site for Corona; 98% of our students are bussed in daily to school.

Strengths:

- Small school – enrollment is at 187 students K – 2
- Ongoing communication with parents

Need

- More parental involvement to support school initiatives

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By April 2015 at least 95% of parents will report on the Learning Environment Survey with a response of Strongly Agree/Agree to the prompt – “At my child’s school...my child is safe.”

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Activity 1: Parent Meetings <ul style="list-style-type: none"> • Meetings with parents and the guidance counselor to address issues related to bussing • Coffee & Conversation every other month to discuss parents concerns • Administration participation in PTA meetings to address questions and/or concerns 	All families	09/2014 – 06/2015	Principal, Assistant Principal, Guidance Counselor, School Aides
Activity 2: Parent & Student Workshops <ul style="list-style-type: none"> • AAA Safety Program • Common Core Learning Standards 	All families	09/2014 – 06/2015	Principal, Assistant Principal, Guidance Counselor

<ul style="list-style-type: none"> • College & Career Readiness for Parents • Small group guidance support • Title III sessions for parents of ELLs • ESL Parent Meetings • Bullying – How to stop it 			

Part 4 – Resources Needed

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

Activity 1:
Materials and supplies
Refreshments

Activity 2:
Materials and supplies
Refreshments
Workshops after school/Saturdays
Organizations and outside programs to present to students

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

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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:

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

Feedback will be collected from parents on an ongoing basis via surveys and questionnaires.

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

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|-----|---|
| 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. |

In order to successfully implement all revised components of the state Teacher Evaluation System for 2014-2015, there is a need to ensure that some of our staff show improvement in five major components. Close analysis of teacher data shows that there is a need to provide teachers with continued feedback and differentiated professional development. As a result of our close analysis of Advance’s School Status Report and the Teacher Detail Report of June, 2014, support will be given to those identified teachers who had an overall rating of ineffective and developing in the following components: 1a, 1e, 3b, 3c, and 3d.

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.

By June, 2015 teachers and administrators will work collaboratively to embed all four Domains of the Danielson Framework for Teacher, to develop a common understanding of instructional excellence as related to teacher effectiveness and student outcomes that result in a minimum 50% of teachers with a final end of year Measures of Teacher Practice (MoTP) rating of Effective/Highly Effective.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Activity 1: Administrators’ Analysis of PS 110 Teacher Evaluation System for 2014-2015 School Year – Administrators will review the School Status Report and the Teacher Detail Report on the Advance Web App in Sept., 2014 and discuss and identify which components were both strengths and weaknesses in the plan. Teachers who showed strengths and weaknesses in their practice were identified. A plan was then devised so that we could leverage the strengths in order to support all teachers’ development in the identified components.	All Teaching Staff K-2	09/2014 – 06/2015	Principal, Asst. Principal

<p>Activity 2: Teacher Support that Contributes to Growth</p> <ul style="list-style-type: none"> • During IPC meetings in Sept./Oct., 2014, administrators meet with all teaching staff setting short and long term goals using all eight Danielson components with an emphasis on the weak components identified during the analysis. There will be two IPC meetings with teachers – Sept./Oct., 2014 and May, 2105. During the initial Sept./Oct. IPC meeting, the teacher and administrator review and reflect on last year’s observations with a specific focus on recommendations made on observations. The May, 2015 meeting will allow teachers and administrators to monitor progress on through Advance • The September, 2014 conference, the Election Day conference, and professional development Mondays will provide time for administrators to meet with staff members to discuss our school-wide instructional focus , other school-wide instructional initiatives, and provide professional development that will support the teacher growth areas: <ul style="list-style-type: none"> ✓ Observations of Others – Observation of a peer; an intervisitation; a demonstration lesson by lead teacher Student Work – teacher teams bring student work to professional development sessions that demonstrate the students who mastered the objective or evidence of improvement in growth area and discuss with an administrator. ✓ Lesson Plans/Unit Plans/Curriculum Maps – Teachers will identify what to include in planning to support growth area (i.e., planning in more detail, creation of open-ended, text dependent questions, etc.) ✓ Ongoing Professional Learning – Grade-level, horizontal team meetings take place on Tuesdays. Teacher leaders attend external workshops and conferences sponsored by our network or DOE and then turn-key professional development to colleagues on Mondays (i.e., engagement, questioning, assessments, etc.) ✓ Professional development workshops on Mondays to support teacher growth and practice. • Meet with identified teachers who received an overall Advance rating of “developing” or “ineffective” for school year 2013-2014 by Sept. 17, 2014. Teachers and principal will collaborate in Teacher Improvement Plan (TIP) and will be supported in specific improvement areas as well as a timeline and plan for assessing improvement. The following timeline will be adhered to: <ul style="list-style-type: none"> ➤ Meeting 1 – Fall, 2014 ➤ Meeting 2 – Midyear, January, 2015 ➤ Meeting 3 – Spring, 2015 Summative End-of-Year Conference 	<p>All Teaching Staff K-2</p>	<p>09/2014 – 06/2015</p>	<p>Principal, Asst. Principals, All Teaching Staff</p>

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Part 4 – Resources Needed

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

Activity 1:
Afterschool meetings to evaluate in the beginning of the year by both administrators
Activity 2:
Scheduling of Interclass visitations of teachers
Scheduling of timeline conferences with TIP teachers

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

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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:

- 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.

The following timeline will be adhered to when meeting with TIP teachers:

- Meeting 1 – Fall, 2014
- Meeting 2 – Midyear, January, 2015
- Meeting 3 – Spring, 2015 Summative End-of-Year Conference

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

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

Benchmark mid-points will be met at scheduled times during the school year

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. |

One of our school’s weaknesses has been the lack of time for planning. Another weakness has been that administrators and the coach conducted most of the professional development. In order to increase the sense of community, trust, and professionalism amongst our staff, we need to improve in these areas.

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.

In order to nurture the professional growth of teachers and other staff members, we will create a school wide culture of shared and distributed leadership across all stakeholders so that by June 2015, teacher leaders will conduct at least 30% of professional development for the 2014-2015 school year.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Activity 1: Lead Teachers <ul style="list-style-type: none"> Administrators will review and identify strong teacher leaders based on the Teacher Detail Report on the Advance Web App in September 2014. Teachers who show strength in their practice, and who possess strong presentation skills, will be used as professional developers throughout the 2014-2015 school year 	Teacher Leaders	09/2014 – 06/2015	Principal, Assistant Principal
Activity 2: Implementation of Professional Development Plan for 2014 – 2015 school year <ul style="list-style-type: none"> Professional development will consist of a combination of workshops and time for grade teams to develop and improve curriculum maps, teacher teams to analyze student work, and create assessment tasks. One 80 minute block per month will 	K – 2 Teachers, Lead Teachers	09/2014 – 06/2015	Principal, Assistant Principal, Lead Teachers

<p>be dedicated to planning; other sessions will be focused on topics requested by teachers or based on administrative observations</p> <ul style="list-style-type: none"> Teachers will complete a survey on the forms of PD they are interested in order to meet their specific needs so that they may have input in their professional growth Interclass visitations, lesson study, and a model class will be available for teachers as part of their professional development 			

Part 4 – Resources Needed

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

Activity 1:
 Teachers with Effective/Highly Effective teaching practices
 Activity 2:
 Materials and supplies for all workshops and meetings
 Scheduling of Interclass Visitations
 Teachers to participate in 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	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

Agendas and Sign-in sheets will be monitored to assess professional development conducted by teachers.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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 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. |

Attendance to parent-teacher conferences and other special events can be minimal at times. PTA meetings are attended by few parents. We keep attendance records for all events including parent-teacher conferences, and after very close analysis of the attendance records, we notice that attendance is poor to average. Parental involvement can change everything in a child’s education. While attending parent-teacher conferences is certainly important, it’s what parents do in between that makes the difference.

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.

In order to collaborate with families as full partners in the learning and development of their children, we will increase outreach to families so that by June 2015 we will offer 20% more parent workshops than in previous years as evidenced by a 10% increase on the Learning Environment Survey in the number of parents reporting being invited to a workshop or event three or more times in the school year.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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			
Activity 1: Parent Engagement Tuesdays Teachers will have 40 minutes every Tuesday dedicated to communicating with families (ex.: create newsletters, phone calls, send emails, plan for Community Fridays)	Parents/Guardians	09/2014 – 06/2015	Principal, Assistant Principal, Teachers
Activity 2: Coffee & Conversation Parents will have an opportunity to meet with administration every other month to discuss glows and grows for our school	Parents/Guardians	09/2014 – 05/2015	Principal, Assistant Principal

Activity 3: Reading Connection Parents will receive a reading newsletter with suggestions on how to support their child in the home (English and Spanish)	Parents/Guardians	09/2014 – 06/2015	Principal, Assistant Principal
Activity 4: Community Friday Every month families are invited to spend an hour in their child’s class to participate in a learning activity or share	Parents/Guardians	09/2014 – 05/2015	Principal, Assistant Principal, Teachers

Part 4 – Resources Needed

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

Activities 1 – 4:
Supplies
Refreshments

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

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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:

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

Attendance at all functions and agendas from workshops throughout the school year

Part 6b. Complete in February 2015.

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)	<ul style="list-style-type: none"> -F & P running record data -Teacher observations and anecdotes -MoSL -Teacher created assessments 	<ul style="list-style-type: none"> -Repeated readings of Big Books -Interactive writing -Alphabet work -Use of visual (i.e. pictures) and concrete supports (manipulatives) -Use multisensory approach in different settings (small group, one to one) -Listening center (laptop) containing recordings of Big Books and poems read in class -Guided Reading 	<ul style="list-style-type: none"> -Small group -One to one -Partnerships 	<ul style="list-style-type: none"> -During the instructional day
Mathematics	<ul style="list-style-type: none"> -F & P running record data -Teacher observations and anecdotes -MoSL -Teacher created assessments 	<ul style="list-style-type: none"> -Use of manipulatives to bridge the concrete to the abstract -Differentiate recording sheets and activities using data -Adjust number range -Scaffold activities over several lessons 	<ul style="list-style-type: none"> -Small group -One to one -Partnerships 	<ul style="list-style-type: none"> -During the instructional day
Science	<ul style="list-style-type: none"> -F & P running record data -Teacher observations and anecdotes -MoSL -Teacher created assessments 	<ul style="list-style-type: none"> -Repeated readings of non-fiction Big Books and picture books to deepen understanding of content and features -Use of visual (i.e. pictures) and concrete supports (manipulatives) -Use of multisensory approach in different settings (small group, one to one) 	<ul style="list-style-type: none"> -Small group -One to one -Partnerships 	<ul style="list-style-type: none"> -During the instructional day
Social Studies	<ul style="list-style-type: none"> -F & P running record data -Teacher observations and 	<ul style="list-style-type: none"> -Repeated readings of non-fiction Big Books and picture books to deepen understanding of 	<ul style="list-style-type: none"> -Small group -One to one -Partnerships 	<ul style="list-style-type: none"> -During the instructional day

	<p>anecdotal</p> <ul style="list-style-type: none"> -MoSL -Teacher created assessments 	<p>content and features</p> <ul style="list-style-type: none"> -Use of visual (i.e. pictures) and concrete supports (manipulatives) -Use of multisensory approach in different settings (small group, one to one) 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> -Students struggling to maintain healthy relationships with classmates -Students identified as introverts, or unable to communicate verbally 	<ul style="list-style-type: none"> -Provide support to students struggling with social interactions -Engage in role play to learn ways to problem solve -Use texts to support discussions and communication of feelings 	<ul style="list-style-type: none"> -Small group -One to one -Partnerships 	<ul style="list-style-type: none"> -During the instructional day

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>PS 110 hires staff with a committee comprised of school administration, members of the teaching staff, and Network 207. In the search for qualified staff, our foci were teachers:</p> <ul style="list-style-type: none"> - With multiple certifications (i.e. CB +SE, ESL + CB, BIL +SE) - Willing to learn: teachers will be expected to continue to acquire and apply different teaching techniques, and learn a different teaching approach - Reflective: teachers will self-evaluate lessons/ discussions and delivery in order to modify instruction to meet student needs - Effective communicators: teachers must demonstrate the ability to actively listen to others and express their thoughts clearly with adults and children - Collaborators: teachers will work within grade and across grade colleagues in developing curriculum, special projects, assemblies, whole school activities, etc. - Motivated and invested: teachers will show initiative in actualizing the school's vision an helping students perform to the best of their ability - Flexible: teachers will be willing to take on multiple roles to support the school's vision (ie.: classroom teacher and service provider, classroom teacher and grade leader, etc.) - Professional: teachers that will conduct themselves in a professional manner (ie: dress code, speaking tone, punctuality, open to critique, etc.)

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).
<p>In order to support students in their learning, our new teachers will receive New Teacher Mentoring and ongoing professional development in understanding curriculum and the implementation of our school's instructional approach. In-house staff development will be conducted by the Principal, Assistant Principal, and lead teachers on Mondays for the professional block consisting of 80 minutes and during the day. In addition, teachers will attend workshops offered by the Network and DOE. All new DOE teachers will be provided mentoring two times a week during the school day.</p> <p>To identify the strengths and needs of teachers, the administration will frequently visit classrooms throughout the day and assess staff needs. Additionally, the administration will conduct professional development on the Danielson Framework for Teaching and will engage in ongoing feedback discussions with teachers on their instructional practice.</p>

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.).

Our curriculum considers our population of students, keeping in mind that 51% of our students are ELLs. Scaffolds are embedded into our Curriculum Maps and Unit plans to meet the needs of the varied learners that enter our building as early as Kindergarten. Core Knowledge Listening & Learning is used as an additional tool to help build vocabulary and listening comprehension leading to success in writing for our students.

Although we do not have a parent coordinator, we do have a number of activities for the parents that allow them to actively participate in the school and learn about the school's curriculum. We hosted a Meet the Teacher night, where parents were able to hear about and provided with resources around the school's curriculum; they were also given information about upcoming events for the year. There are also workshops on the CCLS, curriculum and special populations that are provided for the parents throughout the school year.

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.

Both our MoSL and PD/PL Committee are consulted around our selection of assessments that are used for the school and professional development provided to meet the needs of the staff to improve instruction.

Our MoSL committee met bi-monthly from September until November to discuss the MoSL assessments for our school that would allow us to make use of the data to impact instruction and improve student outcomes. Our PD/PL committee meets on a monthly basis to discuss the needs of the teachers and students around professional development using student work, data and teacher interest forms.

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 codes¹. 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 consolidated². **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	\$112,230	X	9 – 20
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	\$11,200	X	9 – 20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$1,284,178	X	9 – 20

¹Explanation/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.

²The **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.

Parent Involvement Policy (PIP)

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. **PS 110Q**, 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. **PS 110Q** 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;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- 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 practical, in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff

member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly 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.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 110	DBN: 24Q110
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 110 will use the Saturday Academy to develop reading, listening, and speaking skills for approximately 25 English Language Learners as based on the Common Core Learning Standards. Based on Spring 2014 NYSESLAT data, our student's largest area of need is Reading and Listening. Our school average exceeded the statewide average in writing and speaking, but the school was below state average in reading and listening. Both Vocabulary and reading fluency need to be improved in order to successfully comprehend various texts through reading and listening activities. Through an 11-day Saturday academy students will engage in Readers' Theater, which will improve students' vocabulary, reading fluency, comprehension, and listening skills. Students will partake in reading scripts of stories that cover grade appropriate and Common Core aligned content, they will engage in acting, discussion, and they will explore the meaning of words by breaking down and analyzing texts in order to improve vocabulary and comprehension. rereading. Through oral and repeated readings students will also improve reading fluency.

The target group of students includes first and second grade students that did not improve by at least one level on the Spring 2014 NYSESLAT, the program will then extend to first and second grade ELLs, and then former first and second grade ELLs who achieved proficiency in the last two years (approximately 25 students). Each group will consist of approximately 12-13 students.

The Saturday Academy will take place on 11 Saturdays beginning in January and ending in May. Due to our out of neighborhood location and school construction the Saturday Academy will take place at an elementary school (location in the process of being confirmed) in Corona in order to increase the accessibility for our students and families.

Proposed Dates for Readers' Theater Saturday Academy which will take place from 9:00am-12:00pm unless otherwise noted are:

January 24, 31

February 7, 28

March 7, 14, 21* (9am-1pm)

April 18, 25

May 2, 9* (9am-1pm)

English will be used as the primary language of instruction, and students will read scripts and books in English. Native language support will be provided through the bilingual supervisor and native language texts.

Part B: Direct Instruction Supplemental Program Information

Three teachers and one supervisor will be present on all Saturdays. One teacher will be ESL certified and will work with all students and teachers to implement language goals, and to scaffold through appropriate ESL techniques in order to increase academic vocabulary. Two teachers will be certified in Common Branch and specialize in ELA. These teachers will support students and teachers in implementing appropriate reading strategies and goals in order to improve reading fluency. The content speciality teachers will each have a group of 12-13 students. The certified ESL teacher will split his/her time equally, approximately 1.5 hours, between the two groups of students to insure students are receiving appropriate ESL techniques, scaffolds, and achieving language goals. The supervisor will rotate between the two classrooms.

The Saturday Academy will use Readers' Theater books, scripts, and guides created by Teacher Created Materials specifically made for grades first and second. In addition students will read chapter books that align to the theme and topic of the play such as, Nate the Great series, and Magic Tree house series. Students will also create props and costumes that will display understanding of vocabulary and comprehension of the book such as backdrops that mirror the appropriate setting and props that are visual images for vocabulary. Students will use materials such as construction paper, paint, and markers to create these materials.

Part C: Professional Development

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

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

Begin description here:

The Title III professional development program will focus on developing and practicing ELA and ESL specific strategies, practices, and skills. It will assist teachers in the preparation of lessons that will facilitate the development of literacy. Specifically it will assist teachers in their practice of teaching vocabulary and reading fluency.

A total of three teachers and one supervisor will engage in the professional development and learning. A one teacher will be ESL certified and two teachers will be Common Branch certified. Teachers will alternate leading the professional development in their area of speciality. Proposed dates for professional development are:

January 7, February 25, and April 15 for two hours each sessions which will take place after school from 2:30 - 4:30pm.

Topics that will be covered include: reading comprehension, reading fluency, academic vocabulary, and listening strategies. The certified ESL teacher and ELL coordinator, Elizabeth Fraser, will lead Professional Developments and work with other teachers and the supervisor to conduct the professional development sessions.

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 110's parents of students who are participating in the Saturday Academy will be invited to three workshops that will enable them to better assist their children in the development of literacy skills. Parents will also be given information on community programs and language services to assist them in navigating educational services for their children. These workshops will be facilitated by one certified ESL teacher and the Principal who is bilingual. Parents will receive flyers in both English and their Native Language multiple times before the parent workshop. The workshops are scheduled following the Saturday Academy in order to increase parent participation and in order to make it most convenient for parents. The proposed dates for these workshops include: January 10, March 21, and May 9. Each workshop will be two hours long.

An additional one-hour parent workshop will be held for all parents of ELLs in March at P.S.110. This workshop will be devoted to providing parents with materials that they can use to prepare their children for the upcoming NYSESLAT. Materials provided will address the four modalities addressed on the NYSESLAT. All materials will be provided in English and their Native Language. This workshop will be conducted by a certified ESL teacher and a bilingual supervisor. Flyers will be sent multiple times in advance in English and in the student's Native Language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 24	Borough Queens	School Number 110
School Name PS 110Q		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	140	Total number of ELLs	62	ELLs as share of total student population (%)	44.29%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	1	1												2
Pull-out	3	3												6
Total	4	4	0	8										

B. ELL Years of Service and Programs

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

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

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		
Total	62	0	0	0	0	0	0	0	62	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3													3
Intermediate(I)	7													7
Advanced (A)	17													17
Total	27	0	0	0	0	0	0	0	0	0	0	0	0	27

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. For each program, answer the following:

- 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?

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

resources to successfully differentiate and scaffold instruction or ELLs.

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

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

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

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

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

7. For dual language programs, answer the following:

- 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?

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

P.S. 110's system and process for intial identification is as follows: At registration, the parents of students entering the NYC public school for the first time are provided with the Home Language Identification Survey (HLIS) form in their native language. A licensed pedagogy, Ms. Fraser-ESL, Ms. Albino-CB, or Ms. Tejeda-Principal/Bilingual pedagogue, assists parents with completing the HLIS and conduct an informal interview of the parent and child. Based on the responses provided by the parent on the HLIS and the

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. ELL students receive ESL instruction and services in a pull-out and push in model by a licensed ESL teacher or in a self-contained ESL class by a dual certified common branch and ESL teacher. In the pull-out and push-in model, eligible ELL students receive one or two periods daily of ESL instruction as per CR Part 154 and LAB-R scores. The proficiency levels are used to group ESL students homogenously at the start of the school year; however, as students demonstrate progress they are moved into heterogenous groups that better meet their language needs as they acquire more English. Changes in groups do not impact the number of minutes of ESL each student receives. Students who are in the self-contained ESL class receive language acquisition instruction embedded in the daily curriculum in order to meet the mandated minutes, as well as, additional support through the Push-in Pull-out ESL teacher. The ESL teacher pushes into each self-contained ESL class to provide additional support in the four modalities and pulls out students to provide additional support.
 - b. There is one self-contained ESL classroom per grade (Kindergarten and First grade). The teachers in the self-contained ESL classrooms contain a dual Common Branch and ESL license and certification and provide the mandated minutes. In addition there is a certified ESL teacher that provides ESL services to those students not in the self-contained classroom through the pull-out model in order to meet the mandated minutes per week. The students are grouped homogenously by grade and level. The ESL teacher also provides additional support to the self-contained ESL classes through the push-in model and pulls-out Kindergarten Advance students and First Grade beginner students from the self-contained classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

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

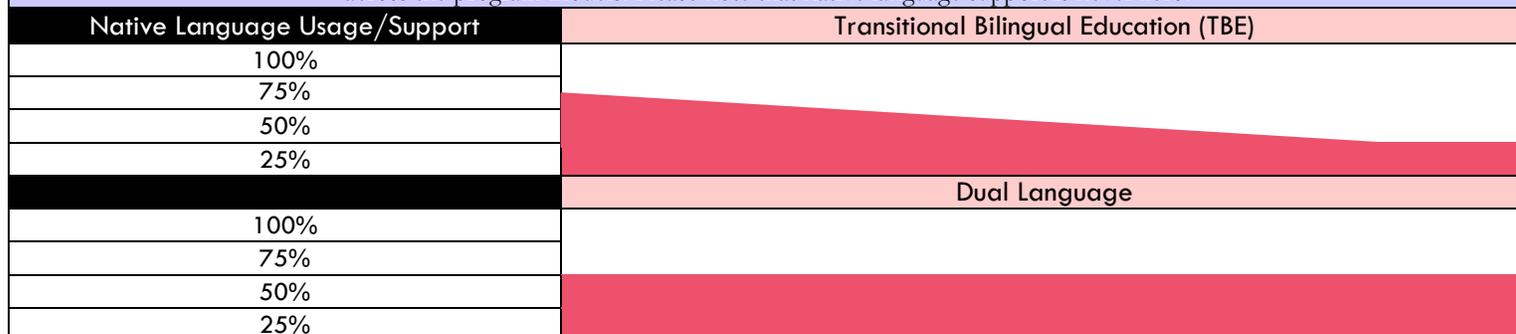
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

No programs are going to be discontinued.

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q110 School Name: PS 110

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

