



P.S. 105 THE BLYTHEBOURNE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 105 THE BLYTHEBOURNE
ADDRESS: 1031 59 STREET
TELEPHONE: 718-438-3230
FAX: 718-853-9633

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010105 **SCHOOL NAME:** P.S. 105 The Blythebourne

SCHOOL ADDRESS: 1031 59 STREET, BROOKLYN, NY, 11219

SCHOOL TELEPHONE: 718-438-3230 **FAX:** 718-853-9633

SCHOOL CONTACT PERSON: JOHANNA CASTRONOVO **EMAIL ADDRESS:** JCastro2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alice Lee

PRINCIPAL: JOHANNA CASTRONOVO

UFT CHAPTER LEADER: Kathleen Riordan

PARENTS' ASSOCIATION PRESIDENT: Hui Hong Dong

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: CRISTINA JIMENEZ/SANDRA LITRICO/Wladimir Pierre

SUPERINTENDENT: KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Johanna Castronovo	Principal	Electronic Signature Approved.
Suet Man Kwan	Parent	Electronic Signature Approved.
Zi Yi Pan	Parent	Electronic Signature Approved.
Carmen Vourlous	Parent	Electronic Signature Approved.
Alice Lee	Admin/CSA	Electronic Signature Approved. Comments: Yes
Donna Amato	Admin/CSA	Electronic Signature Approved.
Angelee Alarnick	UFT Member	Electronic Signature Approved.
Joann DiGiovanni	UFT Member	Electronic Signature Approved.
Hui Hong Dong	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Andrea Balint	UFT Member	Electronic Signature Approved.
Kathleen Riordan	UFT Chapter Leader	Electronic Signature Approved.
Peter Lin	Parent	Electronic Signature Approved.
Lai Ling Yu	Parent	Electronic Signature Approved.
Xiao Chen	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 105 has been serving the children of the surrounding community since 1925. Today, the school serves a multi-ethnic community in New York City. The school has children from Asia, South America, Mexico, Puerto Rico, the Middle East, and Europe. The ethnic census report for P.S. 105 shows that 89% of the student population is Asian, 5.18% is Hispanic, 0.23% is black, and 3.81% is white. Approximately 113 children have Individualized Education Plans (IEPs) and receive mandated support services. With the many new arrivals to the U.S.A., 60% of our students are English Language Learners (ELL). The school qualifies for universal Free Lunch with 80.1% of the students qualified for free breakfast and lunch. The school serves 1734 students in grades Pre-K to five. Students are heterogeneously grouped within each general education class. With the ongoing influx of new immigrant students entering P.S.105, the school has one of the largest Bilingual Chinese Programs in the district in order to support the needs of the newly arrived immigrants. Transitional bilingual classes in grades K-5 serve 366 Chinese speaking students. Self-contained ESL classes and push-in ESL teachers serve 669 ELL students. To support the bilingual gifted students, the Gifted Learners of Bilingual Education (GLOBE) class is established on grades one to five. Students are admitted to the program through a city-wide assessment for the Talented and Gifted. To serve the special needs students, there is one Collaborative Team Teaching class in each of the grades K to Five, including a 12:1:1 self-contained class in grade Five. To support the non-English speaking school community population, the school provides translation in all communications to parents. The school employs a large Chinese Bilingual staff: Parent coordinator, School assessment Team, school aide, paraprofessionals, teachers, and three assistant principals. The school has consistently performed better than similar schools and other city schools in reading and math in the past years. The school received an A for the 2008-2009 school progress report and an A for the 2009-2010 school progress report. The challenge facing the school is to sustain its growth and to further increase the progress of the high performing students in state assessments in reading, math and NYSESLAT as indicated by students' performance data. The school will implement an After School Program to support the high performing students. Academic Intervention Services will continue for at risk students through Extended Day, Saturday Literacy Academy, Saturday ELL Academy, Title I Reading, Leveled Literacy Intervention, Wilson, Orton Gillingham.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 105 The Blythebourne								
District:		20	DBN #:		20K105	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" 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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		52	50	36			97.1	96.9	TBD	
Kindergarten		225	267	288						
Grade 1		213	252	306	Student Stability - % of Enrollment:					
Grade 2		193	200	276	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		200	200	223			89.4	89.93	TBD	
Grade 4		190	215	235						
Grade 5		219	195	234	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			80.1	80.1	92.8	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	1	TBD	
Grade 12		0	0	0						
Ungraded		4	4	7	Recent Immigrants - Total Number:					
Total		1296	1383	1605	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							67	95	277	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		12	12	12	Principal Suspensions		3	4	TBD	
# in Collaborative Team Teaching (CTT) Classes		36	48	56	Superintendent Suspensions		7	1	TBD	
Number all others		47	53	55						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		233	214	315						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	359	457	617	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	74	Number of Teachers	91	94	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	13	TBD
				Number of Educational Paraprofessionals	9	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.9	98.9	TBD
				% more than 2 years teaching in this school	68.1	75.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67	62.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	93	TBD
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	100	TBD
Black or African American	0.3	0.1	0.2				
Hispanic or Latino	8.6	7.2	6.3				
Asian or Native Hawaiian/Other Pacific Isl.	82.8	85.2	87.8				
White	8.3	7.4	5.2				
Multi-racial							
Male	49.8	51.9	52.2				
Female	50.2	48.1	47.8				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Summary of School Performance Trends: Looking at the 2010 results on the State ELA and the State Math test, the NYSESLAT and the Progress Report data, the school has achieved progress. ELA -Percentage of students making at least 1 year of progress for 2009-2010 is 62.4%. This is Math - Percentage of students making at least 1 year of progress is 80.6% We intend to build on that success through the 2009-2010 Goals and Objectives. On the school Progress Report, we have maintained our A. However we would like to make further gains and improve our student progress, particularly with the high performing students who did not make at least one year of progress. According to the 2009-2010 school progress report, of the students who achieved levels 3 and 4, 25% of them did not make one year of progress on the ELA. We want to increase the number of students who did make at least one year of progress by 2%. The School Inquiry Team has identified Comprehension as a teaching strategy to support the improvement in student performance and progress. Text Structure and Features has been identified as the most appropriate strategy this year for teachers to focus on to develop and improve students' comprehension skills in both literacy and math. School's priorities for improvement: A major area of concern at Public School 105 is to raise the overall academic performance and progress in all students. There is a need to intensify our efforts in improving the acquisition of literacy of the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades. Our large population of English Language Learners necessitates that the school continues its efforts by providing extensive staff development for our entire staff. In Math, with student performance for students on levels 3 and 4 at 80.6%, it is essential to integrate comprehension reading strategies into math processes to enable students to become good mathematical problem solvers. Therefore, we will continue rigorous Staff Development with teachers in comprehension strategies, and the use of technology to support instruction, to organize data, and monitor student progress. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance and progress. Professional development for teachers to differentiate instruction to meet the needs of all students, including high performing students, the ELLs, at risk students, and special education students will be given. Professional development will be provided to help teachers effectively teach the Text Structure and Features comprehension strategy in order to improve student comprehension in literacy and math in all grades. Professional development for teachers in the use of technology will be intensified to support instruction, to organize data, and monitor student progress. Text Structure and Features has been identified as the most appropriate strategy this year for teachers to focus on to develop students' comprehension skills. On-going professional development on the teaching of the six comprehension strategies will be provided to teachers to continue academic rigor in a Thinking Curriculum. This year the structure of the School Inquiry Team continues to include all teachers from grades K,-5 including Clusters and OTP teachers as well as Literacy Coaches. Inquiry team members will select students

performing in the top 25% of their class who did not make one year of progress or are at-risk of not making one year of progress. We will continue to focus on identifying a specific “skill set” to enhance student learning and support those students, identified from the ELA data, who are on levels 3 and 4 and have not made one year’s progress, and students who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one years progress based on the DY0 assessment in grades K-2, or Acuity in Grades 3-5. All teachers will be involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Satellite Inquiry Teams to utilize the inquiry process with a targeted group to fully expand the Inquiry Team work to ensure student success. Through the inquiry process, teachers will develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction. This process will facilitate professional development and improve teaching practices for teachers. Teachers will set short and long term goals for individual students to support student learning. They will integrate the use of technology to organize assessment data, and to track and monitor students’ learning progress. Educational consultants, administrators, coaches, and teachers will provide professional development on comprehension with an emphasis on the strategy of Text Structure and Features to support the work of all teachers. In addition to participating on the Satellite Inquiry Team, All teachers will set professional learning goals according to the six Professional Teaching Standards. Teachers are also encouraged to select Alternative Teacher Assessment (Option A) instead of formal observations. Under Option A, the teacher’s will use their professional goals as part of their assessment. This process will facilitate professional development and improve teaching practices for teachers. This will enhance the inquiry process. Teachers will develop an action research study based on data to support individual student learning. They will integrate the use of technology to organize assessment data, and to track and monitor students’ learning progress. □

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1: We intend to rebuild our scores and improve our standards through the 2010 - 2011 Goals and Objectives. By May 2011, the number of students, including students in all subgroups and Students with Disabilities and English Language Learners, making at least one year progress will increase by 2% on Grades 3-5 NYS Assessment in ELA.	Priority area for improved student performance (based on PR or other metric)
Goal 2: MATHEMATICS (80.6% performance and 81% growth 2009-2010) We intend to rebuild our scores and improve student growth through the 2010 - 2011 Goals and Objectives. By May 2011, the majority of students, will meet or exceed New York State Standards on Grades 3-5 Math Assessment. By May 2011, the number of students making at least one year progress will increase by 1% on the Grades 3-5 NYS Math Assessment.	Priority area for improved student performance (based on PR or other metric)
<input type="checkbox"/> Goal 3: By May 2011, the number of students, including students in all subgroups and Students with Disabilities and English Language Learners, making at least one year progress will increase by 2% on Grades 3-5 NYS Assessment in ELA and 1% on Grades 3-5 NYS Math Assessment by teachers implementing a rigorous and challenging curriculum through the Common Core State Standards.	Improving teacher quality and effectiveness
Goal 4: Parental Involvement- By June 2011, parent involvement in organized school and family events will increase by 2 percent as measured by attendance logs.	Improving parent involvement

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 1: We intend to rebuild our scores and improve our standards through the 2010 - 2011 Goals and Objectives. By May 2011, the number of students, including students in all subgroups and Students with Disabilities and English Language Learners, making at least one year progress will increase by 2% on Grades 3-5 NYS Assessment in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/><input type="checkbox"/> 1.STANDARDS BASED DATA DRIVEN INSTRUCTION: Instruction will continue to focus on the explicit teaching of comprehension strategies across all subject areas. Comprehension After reviewing data from the January 2010 State ELA , the NYSESLAT, Predictive ELA, CITA's, and Fountas and Pinnell Benchmarking assessments, it was found that the focus and emphasis on comprehension as a teaching strategy continues to support student progress. We have maintained our A grade on the School Progress Report and this is due to the progress we have made to date. Studies show that when students verbalize their strategies and thoughts (Think Aloud) while reading, they score significantly higher in comprehension. Teaching Comprehension – An interactive professional development program © A.U.S.S.I.E. <i>Interactive 2005</i> - Prediction/Prior Knowledge, Questions and Questioning, Think-aloud, Text Structure and Features, Visualizing, Summarization. We will continue to build on last year's focus "Text Structure and Features" so as to address the increasing complexity of texts as outlined in the Common Core State Standards. We will focus professional development on the explicit teaching of strategies to support</p>

students learning about the complexities of text. Text Structures and Features will highlight the genre of Persuasive Texts.

2.APPLYING RIGOR TO THE SETTING OF STUDENT AND TEACHER GOALS:

A highlight for this year will be around independent reading and the setting of student goals in line with the Common Core State Standards.

We will continue our work to apply rigor to the setting of individual student and teacher goals. Learning intentions will be explicit.

We will study goal setting through the Inquiry Team process.

All teachers will continue to be involved in Inquiry team work. Each grade level teacher and out of classroom teachers form Satellite Inquiry Groups to utilize the inquiry process with a targeted group to fully expand the Inquiry team work to ensure student success.

Inquiry teams will continue to select students performing in the top 25% of their class but not making one year's progress.

We will continue to focus on identifying a specific "skill set" to enhance student learning and support those students, identified from the ELA data, who are on levels 3 and 4 and have not made one year's progress, and / or students who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one years' progress based on K-2 DY0 or Acuity in Grades 3-5.

We will continue our work on comprehension strategies with Text Structures and Features as a highlight. Persuasive texts will be a major focus of the Text Structures and Features strategy in line with the New Core Standards.

Independent Reading and student goal setting using reading journals will be an instructional learning practice focus. The first 20 days of Independent reading will be implemented in all classes this year

3.CHALLENGING AND RAISING THE ACADEMIC PROFILE OF THE SCHOOL'S HIGH ACHIEVEING STUDENTS:

Teachers will work on developing "personalized" learning plans and setting and monitoring both interim and long term goals for individual students

Teachers will continue to set professional learning goals as a requirement for their alternate assessment projects (Option A).

Through the Inquiry process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction and in tracking and monitoring students.

A.U.S.S.I.E. and Literacy Support consultants will provide professional development for teachers on differentiating instruction using formative and new interim and summative assessments.

Regular focused walkthroughs will continue to add rigor to this process.

4. CHALLENGING AND RAISING THE ACADEMIC PROFILE OF THE SCHOOL'S LOW ACHIEVING STUDENTS:

Teachers will work on developing "personalized" learning plans and setting and monitoring both interim and long term goals for individual students

Teachers will continue to set professional learning goals as a requirement for their alternate assessment projects (Option A).

Through the Inquiry process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction and in tracking and monitoring students.

A.U.S.S.I.E. and Literacy Support consultants will provide professional development for teachers on differentiating instruction using formative and new interim and summative assessments.

Regular focused walkthroughs will continue to add rigor to this process.

Teachers will systematically monitor individual student progress to determine the need for further research based instruction and/or intervention for General Ed or Special Ed students or both.

5. TRACKING AND MONITORING STUDENT PROGRESS:

Using data to track and monitor student progress.

We want to continue to get "smarter" at using Data:

- The A.U.S.S.I.E. Data base will be implemented this year to support the use of data

We have a data specialist to prepare graphic reports to illustrate Math and ELA data both current and trend information. The Inquiry team will continue to meet once a month and work closely with the coaches, administrators and consultants to help teachers use data on a daily basis to improve student achievement. The effective use of data will help to ensure that instruction in all classes is consistently well differentiated and fully engages the learner.

Systems are in place to help teachers use data on an ongoing basis. ARIS assists us in managing data more effectively. Teachers access student data in ARIS when tracking and monitoring student progress.

The Fountas and Pinnell benchmarking system K-5 will continue to be used to monitor student progress. The results from this benchmarking will be tracked on "The Student Growth Monitor" (SGM) at the three benchmarking periods. The SGM is an online system which tracks student instructional reading levels.

Teachers will also monitor individual student progress throughout the year using running records, comprehension and fluency rubrics, and benchmarks for assessing reading

levels and student growth. Teachers will use these results and analysis of the Predictive assessments to plan for the explicit teaching of comprehension strategies. Teachers will participate in customizing ITA's (CITA's), to monitor ongoing student learning, and to track progress.

The K-2 teachers will continue with Design Your Own (DYO) assessment. Teachers will use data from the DYO to monitor ongoing student learning, to track student progress and measure the attainment of goals. Teachers will also use this data to plan teaching strategies and differentiate instruction.

Teachers may continue to demonstrate their use of data through the presentation of an alternative assessment project (Option A). They will use data to set individual teacher goals and individual student goals. Teachers need to get better at setting goals so professional development will be provided to support this action.

Teachers will be supported to use data to create personalized student learning plans

All teachers will continue to publish and analyze reading trend data of individual students. They will also track individual students on comprehension and fluency rubrics.

Professional Development will help teachers challenge and raise the academic profile of the schools high and low achieving students will be provided for teachers in the collection, analysis and use of data to track and monitor student progress.

Professional Development will be provided to support teachers in the setting of student goals and the writing of individualized plans.

A.U.S.S.I.E. and Literacy Support consultants will provide on-going professional development through, workshops during designated PD days, through grade level PAP's, through formal and informal meetings and through ongoing classroom support for individual teachers and teams of teachers.

Teachers will collaborate as they share best practice and observations of student progress as they work together in teams.

On-going Professional Development will be provided with the assistance of A.U.S.S.I.E. and Literacy Support consultants to ensure that teachers learn how to use, benchmarking assessments, formative assessments and summative assessments. Teachers will also continue to attend out of school workshops and seminars to further learning.

Support will continue to be given to teachers to learn how to develop their own "Design Your Own" assessments and "CITA's".

Teachers will continue to learn how to use Quantitative Data and Qualitative Data.

Professional development will be provided for teachers in developing their professional goals to plan their alternative assessment projects (Option A).

and Literacy Support consultants will support teachers in learning about how to set goals, collect data and differentiate instruction.

EMBEDDING TECHNOLOGY TO SUPPORT LITERACY:

Technology will be used to enhance learning and support comprehension across all learning areas.

The integration of technology into teaching and learning practices is supported by all teachers having their own laptop computers.

Collaboration throughout the school will be encouraged.

Three Technology Cluster teachers will support students in meeting National Education Technology Standards.

Technology will also be used to effectively collect and analyze class and individual student data to inform instruction.

Strategies and activities to support students

All teachers will be introduced to Voice Threads to develop the oral language of students.

Teachers will become proficient in both oral and written communication using a variety of media and formats which include interactive whiteboards, the *Zing* team learning system and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn to compile, organize, analyze and synthesize information.

Teachers will learn how to draw conclusions and make generalizations based on information gathered.

All teachers will use the school wiki and google apps to effectively and strategically manage the sharing of resources and as an on line management system. These processes can be extended through the rest of the school.

:

Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support planning

Professional Development Activities:

Voice thread training to develop the oral language of students and increase the use of web 2.0 tools

Training in use of Google Apps

Using EPals (Pen Pal Website) in classrooms

	<p>Smart Board and Interactive whiteboard training and coaching Microsoft Office – Excel workshops for beginners Continue Zing training for Grades 3, 4 and 5 and GLOBE teachers. Microsoft Office Using blogs to support classroom programs Using multi-media resources to support teaching and learning e.g. Flip cameras Student Growth Monitor – inputting data and customizing reports. Developing personalized learning plans using laptops. Edward De Bono’s ‘Six Thinking Hats’ to promote thinking and problem solving.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Laptop Computers for every teacher Laptop Computers for students Team Learning System Smart Boards / Mimio Boards, Document Cameras, scanners, microphones PB wiki, Voice Thread, Award Reading . Consultants, Independent Consultants K-2 Literacy Coach and 3-5 Literacy Coach, 3 Reading Teachers 2 LLI Teachers, 3 AIS Teachers Title One Fair Student Funding C4E Professional Books Professional Development-Workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Benchmarks to show progress throughout the year Reading Levels (FandP) for students will show progress throughout the year as tracked on the Student Growth Monitor at benchmarking periods. There will be three benchmarking periods for reading over the year to allow the school to track progress. Fall, Winter, Spring.</p> <p><u>Predictive assessment to plan comprehension strategies</u></p>

	<p style="text-align: center;"><i>Monitor ongoing student learning, track progress and measure attainment of goals.</i></p> <p>K-3 Work Sampling System</p> <p style="text-align: center;"><i>An authentic, performance-based assessment which enables teachers to strategically document children's behaviors, skills, and learning along a developmentally appropriate continuum.</i></p> <p style="text-align: center;"><u><i>Include evidence of conference notes, running records, writing samples, writing rubrics, reading comprehension rubrics and reading trend data of individual students from the Student Growth Monitor.</i></u></p> <p>SMART goals and "Personalized Learning Plans" (Option A)</p>
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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: MATHEMATICS (80.6% performance and 81% growth 2009-2010) We intend to rebuild our scores and improve student growth through the 2010 - 2011 Goals and Objectives. By May 2011, the majority of students, will meet or exceed New York State Standards on Grades 3-5 Math Assessment. By May 2011, the number of students making at least one year progress will increase by 1% on the Grades 3-5 NYS Math Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>STANDARDS BASED DATA DRIVEN INSTRUCTION: Learning with understanding is essential to mathematical literacy. Students need opportunities to hear math language to speak and write mathematically during authentic, common and engaging tasks.</p> <p style="padding-left: 40px;">Teachers will continue to be supported to use reading comprehension and thinking strategies for math to improve comprehension for solving word problems.</p> <p style="padding-left: 40px;">A high-quality program aligned with the State mathematics standards in the language of instruction will occur.</p> <p style="padding-left: 40px;">Teachers will continue to use manipulatives within the Everyday Mathematics program to reinforce the comprehension of mathematical concepts and skills.</p> <p style="padding-left: 40px;">Everyday Math curriculum should spiral so that students repeatedly hear the language</p>

and have opportunities to understand the concepts fully.

Hands on activities will be used to increase academic vocabulary as well as content knowledge. Teachers will model strategies and use the appropriate scaffolding to support students to become effective strategy users.

Teachers will continue to predict, visualize and question through think aloud to identify and solve math problems.

Teachers will focus on making meaning and comprehension in mathematics. Students will be engaged in the following cognitive processes:

- problem solving
- reasoning and proof
- communication
- connections
- representation

Professional Development

- Math coaches and consultants will incorporate the teaching and learning of math through comprehension into classroom practice.
- *and Literacy Support consultants will work with the coaches, and classroom teachers to implement comprehension strategies into mathematical problem solving.*
- Teachers and coaches will attend out of school workshops to further their learning.
- Consultants and Assistant Principals will support coaches, cluster teachers, and classroom teachers to learn how to use comprehension strategies in math.
- The coaches will support and coach teachers in the use of manipulatives.
- The coaches will monitor the ongoing Everyday Math program and ensure the maintenance of the spiral nature of the program.

We will provide the appropriate service models for English Language Learners (ELLs) including Bilingual education and self-contained ESL classes and push in ESL teachers. We will provide Academic Intervention Services (AIS) for students who are not meeting, or are at risk for not meeting the State standards (Required for identified students in grades K-12)

Technology will be integrated into the math curriculum.

Technology will be used to support teachers' and students' learning.

Special attention will be given to ELLs, and Special Education students. Special attention will also be given to these students to raise their academic profile.

Regular meetings to provide professional development for teachers of higher achieving students (Globe teachers) will be scheduled.

We will continue our processes to increase the number of teachers and classes using

technology to support instruction for all students. We will continue to offer teachers a laptop to use at school and at home to support teaching and learning.

Strategies and activities to support students to achieve the goal.

We will support teachers to become proficient in oral and written communication using a variety of media and formats which include interactive whiteboards, the Zing team learning system and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.

Teachers will continue to use the Think Aloud strategy to draw conclusions and make generalizations based on information gathered using technologies.

Email will be increasingly used for communicating and sharing with teachers. Curriculum planning documents will now be emailed to teachers when final drafts are complete. These documents will be stored on our wiki as well.

Professional Development:

Professional Development will be provided with the support of *A.U.S.S.I.E.* consultants in using a variety of media and formats which include interactive whiteboards, the *Zing* team learning system and a range of software programs. Professional Development will be provided in using technologies to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.

Teachers will be able to access information gathered using technologies. This information will be valuable in order for teachers to set individual teacher and student goals and individualized learning plans.

Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support integrating math into the curriculum planning. Use of the school wiki will be demonstrated for teachers both individually and at PAP meetings.

Specific PD activities

Smart Board and Interactive whiteboard training and coaching
Microsoft Office – Excel workshops for beginners
Zing training for Grades 3, 4 and 5 and GLOBE teachers.
Microsoft Office - PowerPoint
Using blogs to support classroom programs
Using multi-media resources to support teaching and learning
Training in the use of the wiki.
independent learning

Edward De Bono's 'Six Thinking Hats'
Using EPals (Pen Pal Website) in classrooms
Using Voicethread to present and explore mathematics.

USING DATA TO DRIVE INSTRUCTION:

Challenging and raising the academic profile of the schools high and low achieving students:

To improve the use of data to ensure that instruction in all classes is consistently well differentiated and fully engages the learner teachers will track and monitor student progress.

Teachers will use data to inform all instructional groups and to choose resources.

Teachers will use data collected from Everyday Math assessments beginning, middle and end of unit work.

Teachers will use data collected from formal assessments with Acuity, the Predictive assessments and the ITA's.

Informal observations will be used to collect qualitative data.

Teachers will use data collected from DYO Assessments

Teachers may demonstrate their use of data through the presentation of an alternative assessment project.

Teachers will use data to set individual teacher goals and individual student goals.

Teachers will use data to create personalized student learning plans and ensure that we are challenging and raising the academic profile of the schools high achieving students.

will be provided for teachers in the collection, analysis and use of data.

A.U.S.S.I.E. Consultants will provide on-going professional development through grade level PAP's formal and informal meetings and classroom support for individual teachers.

A.U.S.S.I.E. and Literacy Support consultants will provide professional development for teachers on differentiating instruction using formative and new interim and summative assessments.

Teachers will systematically monitor individual student progress to determine the need for further research based instruction and/or intervention for General Ed or Special Ed students or both.

Where necessary, teachers and coaches will attend external Math P.D. and are expected to share their new knowledge and best practices with their colleagues.

STANDARDS THROUGH INTEGRATED CURRICULUM PLANNING:

To further support comprehension in mathematics and the content area we will continue to design, plan, and implement an integrated curriculum to support comprehension in all subject areas.

OTHER:

We will include parent involvement activities, and student support services, in support of

	<p>instructional activities. Extended day, Saturday and summer programs will be provided for those in need of additional support.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Laptop Computers for every teacher Laptop Computers for students to use ZING Team Learning System Smart Boards / Mimio Boards, Document Cameras, scanners, microphones Mathematics Manipulatives <i>Consultants, Literacy Support consultants</i> <i>Title One</i> <i>Fair Student Funding</i> <i>C4E</i> <i>Professional Development-Workshops</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Results of the NYS math test Everyday Math Assessments End of Unit Assessments Mid Year assessments End of Year Assessments Predictive Assessments Acuity Assessments, CITA's DYO Assessment Teacher Use Survey results – graphs to show results Assessment Binders

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 3: By May 2011, the number of students, including students in all subgroups and Students with Disabilities and English Language Learners, making at least one year progress will increase by 2% on Grades 3-5 NYS Assessment in ELA and 1% on Grades 3-5 NYS Math Assessment by teachers implementing a rigorous and challenging curriculum through the Common Core State Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> We will put in place the instructional structures to ensure an effective, sustainable curriculum design.</p> <p>Active learning opportunities allow teachers to transform their teaching and reframe their thinking about what “our work is” in terms of teaching and learning Teach the teacher and you teach the child. Bottom line, it is the teacher!</p> <p>Therefore we will provide opportunities for active, hands-on learning that:</p> <ul style="list-style-type: none"> · Implements the 37 minute session on Thursdays for collaborative and collegial teacher teams. · Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues · Is part of a school reform effort that links curriculum, assessment, and standards to professional learning · Is collaborative and collegial · Is intensive and sustained over time. <p><u>1. Implements the 37 minute session on Thursdays for collaborative and collegial teacher teams:</u> Teachers will meet on Thursdays for 37 minutes to be provided with opportunities to learn from and collaborate with their colleagues on: e developmental areas within each curriculum area. e learning outcomes or big ideas that need to be developed. fferentiate teaching according to English language proficiency.</p>

engage in the Inquiry Process.

2. Enable teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues:

We will continue to use the teacher alternate assessment projects “Option A” and teacher observations to focus on improved teaching and learning practices. We will use strategic teaching (comprehension strategies) to support the acquisition of new knowledge and its application in classroom practice. We will use this practice to address the increasing complexities of text.

To increase the effectiveness of teaching and learning, appropriate goal setting for students needs to be established. This will help us to improve both student progress and performance.

3. Is part of a school reform effort that links curriculum, assessment, and standards to professional learning:

Teachers will continue to design, plan, implement and evaluate an integrated curriculum to support student’s comprehension in all content areas. Planning will continue to include integration of the arts and technology. Integrated Curriculum planning will be conducted at a horizontal and a vertical level so that teachers are familiar with what is happening in the content areas at all grade levels. This will ensure continuity and avoid repetition across grade levels so as to further student learning according to the standards.

Teachers will use a pacing calendar that is based on the Common Core State standards. These pacing calendars will include teacher designed assessments to monitor student learning and track progress throughout each unit of study.

Teaching and learning within the Common Core State Standards will be explicit with teaching and learning intentions explicitly stated.

Assessment will be benchmarked against the standards and provide data on student learning that is both qualitative and quantitative.

Technologies including Zing will be utilized where appropriate for the gathering and analysis of assessment data. Google docs will be used for planning and sharing.

4. Is collaborative and collegial

We will use the added 37 minute period to provide opportunity for collaborative and collegial work.

We will use the 37 minute to conduct collegial inquiry collaborations. Like the Inquiry team members, they will select students performing in the top 25% in ELA but not showing progress or are at risk. These students are referred to as the Satellite

	<p style="text-align: center;">Inquiry Group.</p> <p>5. Is intensive and sustained over time:</p> <p>In order to ensure that this learning is intensive and that it will be sustained over time we will link the teaching and learning goal to the assessments.</p> <p>Challenging and raising the academic profile of the schools high and low achieving students:</p> <ul style="list-style-type: none"> · We will use Professional Development to help teachers challenge and raise the academic profile of the schools high achieving students · We will put resources into professional development to support this goal. · We will use A.U.S.S.I.E. and Literacy Support consultants to support the professional development around this goal and during the 37 minute collegial time.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title One Fair Student Funding C4E Consultants Computers Smart Boards, Document Cameras, microphones Professional Books Professional Development-Workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Consensus curriculum maps that are grade specific, integrated and based on State Core Curriculum. Assessment tasks matched to curriculum maps. Attendance and agendas at 37minutes</p>

Subject Area
(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: Parental Involvement- By June 2011, parent involvement in organized school and family events will increase by 2 percent as measured by attendance logs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Parental involvement is a key in students' success. Administrators, teachers, staff and parents will continue to work to build a strong membership by encouraging parent participation.</p> <p>The Parent- Teacher Association will continue collaboration between the parents, administrator and teachers.</p> <p>Parent participation in school decision-making and meaningful involvement and dialogue in the culture of the school, will be strengthened through our PTA and School Leadership representatives</p> <p>Conduct Pre K and Kindergarten workshops for incoming parents and students in July to acquaint them with the school environment and how the parents can support the academic learning and social and emotional development of the children.</p> <p>Conduct Parent-Teacher Curriculum Conferences in the beginning of the school year to inform and discuss with parents the school goals, initiatives and students' goals established by the students and teachers.</p> <ol style="list-style-type: none"> 1. Pedagogical and content knowledge will be explained. 2. A broad range of instructional strategies used by teachers and support staff will be discussed. 3. Goals and expectations for all students that are aligned with the State learning standards will be explained 5. The school report card and progress report will be explained. <p>Progress reports indicating student's progress in relation to meeting goals set will be given to parents every 6-8 weeks.</p> <p>Workshops will be given on accessing and understanding of the ARIS Parent Link, Acuity, and formative and summative assessments.</p> <p>The Parent Coordinator will continue to create a welcoming environment for all parents/guardians.</p> <p>She will be the "on site" linkage between parents, students and staff and also provide translation in English and Chinese. She will help the new immigrant parents and students to assimilate into the America Culture in the community and school. The Parent Coordinator will also serve as a school liaison to the CFN parent support staff.</p>

	<p>The Parent Coordinator will assist with the needs of parents. She will sit on The School Leadership Team to help set the tone of the building, translate from English to Chinese and disseminate information to the parents.</p> <p>The Parent Coordinator will organize cultural trips for students and parents to familiarize them with the many culture institutions in NYC to support learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title One-1% set aside Title 3- Parent Involvement Fair Student Funding C4E Staffing, Scheduling and Funding Parent Coordinator Computers Smart Boards, Document Cameras, microphones</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>2% increase in parent involvement at seminars, meetings, workshops and parent teacher conferences as indicated by attendance logs</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	100	50	N/A	N/A				2
1	150	39	N/A	N/A	8	3	3	4
2	84	31	N/A	N/A	3		2	1
3	74	50	N/A	N/A	1	1	1	1
4	53	55			7		3	1
5	49	37	19	6	4		1	4
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/>The school has a large number of English Language Learners. Therefore, it is necessary to provide early intervention to students from grades K-5 to support and strengthen their English Language Acquisition. Many students are invited to attend extended day due to this reason. Academic Intervention Services provided are as follows: Orton Gillingham, Title I Reading, Wilson, Leveled Literacy Intervention, Extended Day, Saturday Literacy Academy, Saturday ELL Academy, Summer Closing the Gap, At-Risk Speech, Cross-age Buddy Reading, Award Reading, and Reading A-Z.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/>The school's overall Math performance in levels 3 and 4 was at 80.6% in 2009-2010. Students who need AIS in Math are serviced in Extended Day and small group instruction by the classroom teacher.</p> <p><input type="checkbox"/></p>
<p>Science:</p>	<p><input type="checkbox"/>The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are addressed in small groups by the classroom teacher.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are being addressed in small groups by the classroom teacher.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/>At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. The team then develops an action plan to support the needs of the student, including counseling when necessary. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/>At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. Prior to formal evaluation, if pre-evaluation screening is necessary, the school psychologist will screen the student on his/her social, emotional and academic needs. The team suggests intervention strategies to the</p>

	classroom teacher to support the learning of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At-Risk students are identified by the classroom teacher. The school Pupil Personnel Team reviews the teacher's recommendations and concerns. Prior to formal evaluation, the team develops an action plan to support the needs of the student, including at-risk counseling by the social worker when necessary. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child.
At-risk Health-related Services:	<input type="checkbox"/> Many workshops are provided to prevent any health crisis and to keep the children healthy. Workshops on asthma, diabetes, obesity and nutrition are given. Vision and hearing are tested and letters are sent home to parents to follow-up if a child fails either test. Hygiene and conflict resolution lessons are given throughout the year.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 1035

Non-LEP 699

Number of Teachers 24

Other Staff (Specify) 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Based on our data and this year's enrollment, the school proposes to continue the Saturday ELL Success program and create an after school program to address our growing demands. The school will hire a bilingual teacher and a bilingual paraprofessional to reduce class size in grade 3, 4, 5 bilingual classes. The detail descriptions for each program are as follows:

- The After School program will target past and current ELLs in grades 3-5 who performed on levels 1 and 2 on last year's State ELA and Math assessment. The program will provide support for ELL students in literacy and math in order for them to make one year of progress in their performance. There will be four classes each in grade 3-5. Teachers will focus their instruction on developing academic vocabulary and higher order thinking skills. To ensure the quality and small instruction, there will be no more than 15 students in each class. The classes will be taught by licensed bilingual/ESL teachers or regular common branch teachers trained in ESL methodology. The program is structured for 30 sessions for students: Beginning from December 8th, 2010 and ending on April 13th, 2011. The program will run twice a week from 3:30pm to 5:00pm on Tuesdays and Wednesdays. Teachers will have one P.D. session on December 7, 2010, from 3:30pm -5:00pm.

- The Saturday ELL Success program will target K-5 ELLs who are taking the NYSESLAT in May. There will be four classes for grades K-2 and one class in each grades 3-5 with no more than 15 students in each class. The classes will be taught by licensed bilingual/ESL teachers or regular common branch teachers trained in ESL methodology. For grade 3 – 5, the student population will be ELL students who passed the NYSESLAT within the last two years, and/or scored on advance level on last year's NYSESLAT or scored at the same level consecutively over two years. The focus for this group will be preparing them for the NYSESLAT in order for them to achieve one year of progress. For grade K-2, the student population will be ELLs who need extra support and recommended by their teachers. The focus for this group will be preparing them for the NYSESLAT in order for them to achieve one year's progress. The program is structured for 7 sessions: The program runs on every Saturday from March 5th , 2010 to April 30th , 2011 for 7 sessions. Teachers will have a PD session prior to the start of the program on Friday, March 4th, 2011, from 3:00pm to 5:00pm. The Saturday program hours run from 9:00 AM to 12:00 PM for each of the seven sessions.

The proposed student programs will implement On Our Way to English by Rigby, and technology programs such as Discovery Education in Science, Reading A-Z, Smart Board, and Voice Thread to support the development of the listening, speaking, reading and writing modalities in the ELL students.

Another focus this year for the school is to develop higher level thinking skills for all students based on the NYCDOE Quality Review Recommendations. Based on the data analysis and the Inquiry Team study, our ELL students who took the ELA performed well. However, they tended to stay on level 3 and have difficulty making one year progress beyond that level. In order to solve this issue, the school revisited

the ESL/bilingual program and curriculum. Partial funding will be directed toward purchasing ESL/NLA materials and creating native language resources for ELLs.

The school will implement an after school guidance counseling intervention program for new immigrants who are not performing academically due to the lack of adjustment and social-emotional skills. We will also target ELLs who were born in the U.S. but returned to China and raised by relatives and returned to the U.S. when they are school age to reunite with their parents to attend school. These ELLs often have tremendous difficulty adjusting to the new environment, culture, language, and their “new parents.” They often lack routines and discipline. In order to help these students adjust, the program will provide group activities and discussion to build self-image and develop adjustment skills for their new environment, and conflict resolution. Another component of martial arts/organized sports/games will develop self-control, respect, discipline, and team building skills.

A Math Aussie consultant will be contracted for 30 days to provide interactive learning to promote problem solving skills in classrooms with ELLs. We will target grade one to provide early intervention to our ELLs.

□

Professional Development Program

- Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□P.S. 105 has a tradition of providing teachers with strong and on-going professional development based on their needs. To support various school instructional programs, school administrators, Australian United States Student Service Inc. (AUSSIE), Literacy consultants, Art consultants, literacy coaches, and ESL experts/consultants provide professional development in Balanced Literacy workshop model, ESL strategies, Language Allocation Policy, ESL through the Theatre Arts Instruction Model, NYSESLAT data-driven instruction, and NYSESLAT/ELA alignment and item analysis, and workshops outside of the school. These professional development sessions are provided to all teachers considering the fact that there are ELLs in all programs in the school. Currently these professional development sessions are scheduled from September 2010 to June 2011 through the following activities:

- Daily classroom implementation which includes teacher observations, demonstration lessons, providing resources, and conferencing with teachers etc.
- Articulation and planning horizontally and vertically across all grades
- Weekly Professional Activity Periods(PAPs), Satellite Inquiry Teams
- ELL focus professional development and study groups

Parental Involvement

Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year. The school combines Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children’s education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city’s regulations related to ELLs or new initiatives
- Conduct workshops on students/parents’ rights, discipline code, school services, new assessment instruments and dates, etc.
- Provide adult ESL, technology, and parenting classes

- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips

Section III. Title III Budget

School: **PS 105**
 BEDS Code: **332000010105**

Allocation Amount:		
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) - Per session - Per diem	\$60,506.03	<input type="checkbox"/> Saturday Program: 12 teachers X 3 hours X 7 Saturdays X \$49.89 = <u>\$12,572.28</u> 12 teachers x 1.5 hours x 1 Friday x \$49.89 = <u>\$898.02</u> 1 supervisor X 3 hours X 7 Saturdays X \$52.22 = <u>\$1,096.62</u> 1 supervisor x 1.5 hours x 1 Friday x \$52.22 = <u>\$78.33</u> 1 secretary X 1 hour X 7 days X \$30.81= <u>\$215.67</u> After School Program: 12 teachers X 1.5 hours X 31 days X \$49.89 = <u>\$27,838.62</u> 1 supervisor X 1.5 hours X 31 days X \$52.22 = <u>\$2,428.23</u> 1 secretary X 1 hour X 30 days X \$30.81= <u>\$924.30</u> Reduce Class Size/Push-In 1 Bilingual para X 152 days X \$28.93= <u>\$4,397.36</u> After School Guidance Counseling Program 1 Guidance Counselor X 1.5 hrs X 50 days = 75 hrs X \$ 53.64 = <u>\$4,023</u>

		ELL Focus Professional Development Per-diem coverage for participating teachers 6 teachers X 6 days X \$167.60= <u>\$6,033.60</u>
Purchased services - High quality staff and curriculum development contracts	\$72,150.00	<input type="checkbox"/> Chinese Folk Dance Residency 3 Dance Consultants X 20 sessions Each Class: Per Artist, At \$85.00 per session, X20 sessions, Total: \$1700.00 X 12 teachers= <u>\$20,400.00</u> Math Aussie Consultants 45days X 1,150 = <u>\$51,750</u>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$16,603.67	<input type="checkbox"/> Saturday/ After School Program and Parent Lending Library/Family Trips Textbooks, supplies, admission fees, travel expenses, and ESL/NLA materials
Educational Software (Object Code 199)	\$0.00	<input type="checkbox"/> N/A
Travel	\$0.00	<input type="checkbox"/> N/A
Other	\$0.00	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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.

As we worked on our Language Allocation Policy last school year, we created a language needs survey using the information from the Home Language Survey Forms, ATS reports, and data on the school report card.

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.

Language	K		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total
	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	
Spanish		7		13		4		2		2		1	29
Chinese	117	88	30	211	61	136	64	78	33	72	59	27	976
Russian													
Bengali		1											1
Urdu				2						1		2	5
Arabic		4		2		2						3	11
Haitian													
French													

Korean													
Punjabi													
Polish			1										1
Albanian							1		1				2
Yiddish													
Other	1	2		2	1	1						3	10
Total	118	102	30	231	62	143	64	81	33	76	59	36	1035

The findings, as indicated in the following table, revealed that the two high-need languages of the school are Chinese (976) and Spanish (29).

According to the feedback from our teachers, PTA Board members, and parent coordinator, most of the parents speaking these two languages and Arabic do not have sufficient English proficiency to understand important school documents, such as school correspondence, test score reports, and curriculum information. Oral and written translations in these three languages are desperately needed. We have shared these findings with the school leadership team and the PTA Executive Board members. All school documents are sent home in their home language.

Part B: Strategies and Activities

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

Fortunately the school has a staff rich in cultural background. We have teachers who can speak, read, and write in these three identified languages: Chinese, Spanish and Arabic. This enables us to provide efficient, quality, and timely written translation services to our parents. We propose three per session positions for written translation in these three languages. The per-session hours we propose for these positions will be flexibly allocated according to the actual language needs of the school. Teachers hired for the proposed positions will work on flexible hours before/after school and some weekends as needed. The school will assign a supervisor to monitor the materials

to be translated and make sure that they are approved under NYCDOE guidelines and not a duplicate of a translation done by the

Translation and Interpretation Unit. We will also set aside some supply money to have some translated parent education materials printed.

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.

Oral interpretation needs will be provided by the parent coordinator, parent helpers, and helpers from local community base organizations, such as the Brooklyn Chinese American Association. Parents who speak languages other than Chinese, Spanish and Arabic can request for oral interpretation as needed. The school will do an over the phone translation with the Translation and Interpretation Unit or hire translators from a NYCDOE approved vendor. The machine for simultaneous interpretation of multi-languages will be used at important meetings.

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 105 has always been doing its best to provide its parents with quality translation services. The school began translating all school correspondence and important DOE documents as early as the early nineties. With the translation and interpretation services provided at all events, the communication between school and parents has been greatly enhanced. Many more parents participate at PTA meetings and Parent-teacher Conferences or come to volunteer at school. The parents are now better informed about the school's curriculum, the learning standards, and the testing requirements. They are also better informed about different programs offered for the students in the school and their rights to choose among these programs. The increased contacts and inquiries from parents indicating that they are now more involved in their children's education and would like to fulfill their responsibility as parents. This would not have been possible if there were no comprehensible communication between the school and the parents. With additional funding from the DOE for translation services and the plans we outlined above, we believe that our parents' language needs are being addressed and the requirements of CR A-663 are met.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,385,146	\$516,161	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$13,851		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$69,257	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$138,515	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Involvement Policy (PIP)

General Expectations

PS 105 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definitions of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

That parents play an integral role in assisting their child's learning;
That parents are encouraged to be actively involved in their child's education at school;
That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect the school year 2010-2011.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Required School-Parent Compact Provisions

School Responsibilities

PS 105 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Please see school Comprehensive Educational Plan 2010-2011 for school goals and action plans.

Conduct parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- o On November 9, 2010 and March 15, 2011

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- o Official report cards will be distributed throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports will also be given to the parents. Teachers are required to keep assessment binders for each child and contact parents for discussing child progress when needed. Parents can also utilize DOE data system, such as ARIS and Acuity to monitor their child's learning.
- o Parents have access to ARIS and Acuity as a means of monitoring their child's performance and progress.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- o Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, what she/he needs to do is to call the school's parent coordinator to set up an appointment with teacher. The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- o Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
- o The Principal and Assistant Principals have an open door policy.

Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

- o Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the month of September.
- o During Open School Week (November), parents will be invited to participate in classroom activities in all content areas.
- o Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- o Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities everyday;

- Scheduling daily homework time;
- Providing an environment conducive for study;
- Making sure that homework is completed;
- Monitoring the amount of television my children watch;

o Parent participation in school decision-making and meaningful involvement and dialogue in the culture of the school will be strengthened through our PTA and School Leadership representatives

o Conduct Pre K and Kindergarten workshops for incoming parents and students in July to acquaint them with the school environment and how the parents can support the academic learning and social and emotional development of the children.

o Conduct Parent-Teacher Curriculum Conferences in the beginning of the school year to inform and discuss with parents the school goals, initiatives and students' goals established by the students and teachers.

o Introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g.-goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the school report card and progress report will be explained).

o Workshops will be given on accessing and understanding the ARIS Parent Link, Acuity, and formative and summative assessments.

OTHER RESPONSIBILITIES

PS 105 will:

o Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

o Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

o Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

o On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

o Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading;

o Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

N/A

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

N/A

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

N/A

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

N/A

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

N/A

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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:

- 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
- 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **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.

- **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.
- **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.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Please see Appendix 1 Parts A and B.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Title I students are included as a subgroup in all school goals and objectives as specified in the CEP Part IV, V, VI.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Please see CEP Part VI Action Plan and Appendix 1 and 2.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Please see CEP Part VI Action Plan and Appendix 1 and 2.

c. Minimize removing children from the regular classroom during regular school hours;

Please see CEP Part VI Action Plan and Appendix 1 and 2.

4. Coordinate with and support the regular educational program;

Please see CEP Part VI Action Plan and Appendix 1 and 2.

5. Provide instruction by highly qualified teachers;

All instruction is provided by highly qualified teachers in the school year 2010-2011.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

A minimum of 10% of budget has been set aside for professional development for entire school staff, i.e. AUSSIE and educational consultants, per-diem substitute teachers for coverage for professional development.

7. Provide strategies to increase parental involvement; and

Please see Appendix 2, 3 and 4 Part B.

8. Coordinate and integrate Federal, State and local services and programs.

Please see CEP Parts V, VI and Appendix 1, 2, 3, 4A and B.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are no students in Temporary Housing who attend PS 105.

2. Please describe the services you are planning to provide to the STH population.

For Students:

- Outreach efforts to identify the Students in Temporary Housing population
- The counseling staff will provide counseling services to the students in the school setting
- If necessary, the counseling staff will refer the students to the local mental health agency for counseling services
- The student will receive academic intervention services if needed
- Basic/emergency supplies will be provided
- Provide research based programs, i.e. Orton Gillingham methodology, that will benefit highly mobile students
- Data collection to assess the needs/progress of Students in Temporary Housing

For Parents:

- Parenting skills workshops will be conducted in English, Chinese and Spanish by the schools guidance counselor, social worker, youth development officer and psychologist.
- Support and resources will be provided.
- A list of local agencies will be given to parents to help support student and parents.
- Teachers and staff will be given professional development on the needs of Students in Temporary Housing and resources and services available in school and community to support them.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K105_010511-152711.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 406	District 20	School Number 105	School Name The Blythebourne
Principal Johanna Castronovo		Assistant Principal Alice Lee, D. Amato, S. Chen	
Coach Danielle Bress		Coach Yolanda Kui	
Teacher/Subject Area Kathleen Riordan/ESL		Guidance Counselor Betty Wan	
Teacher/Subject Area Lina Zhou		Parent Hong Hui Dong	
Teacher/Subject Area Mei Li Zhao		Parent Coordinator Melody Zhao	
Related Service Provider Joann Altieri		Other	
Network Leader Sandra Litrico		Other	

B. 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	18	Number of Certified Bilingual Teachers	21	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1734	Total Number of ELLs	1035	ELLs as Share of Total Student Population (%)	59.69%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part II: ELL Identification Process

1. The school posts signs and translated important information into three major languages (Chinese, Spanish and Arabic) which students and parents speak. When parents come to register their child in our school, the pupil personnel secretary, Susan Donatelli, provides them with a registration package with the Home Language Identification Survey in their native language. Parents will fill it out during the registration process. For transfer students within New York City Schools, if the home language is missing on ATS, parents will fill out another HILS. A trained pedagogy (an ESL licensed teacher) assists the parent to complete the form, interviews the child and conducts the ELL parent orientation at Room 212 or 213 if necessary. (translation will be provided if needed) During ELL parent orientation, parents are informed by our trained and licensed staff and Chancellor's DVD on three different ELL programs available in the city. Parents learn about their options and choices. The following staff members are trained to conduct the initial screening, administer the HILS and the LAB-R for new comers. They are Assistant Principal – Alice Lee, Testing Coordinator-Betty Hass, ESL licensed teachers: Liqing Zhuang, Hong Yang, Kathleen Riordan and Li hsin Tu. The Licensed ESL pedagogues make initial recommendation to place the child in the appropriate class based on their abilities to communicate in English and their native language proficiency. The LAB-R test result is hand-scored by the ESL Licensed teacher, and the student is placed in classes according to the results, and in consultation with parents about program choices. Parents will then sign the Program selection form. Within 10 days, the parent receive the notification letter along with their child's LAB-R testing result. The Licensed ESL teachers will consult with parents to select whichever program model that they believe will be most beneficial for their child. In addition to the one on one ELL parent orientation, the school also conducts school wide ELL parent orientation in September to communicate with ELL parents. During this ELL identification process, translations are always provided whenever necessary so that parents always understand their options.

Parents return their Program Selection Forms after the orientation and the students' program are adjusted accordingly. If the form is not returned, the student is placed in the bilingual program by default. This is an on-going process that the school provides to accommodate all parents and students.

Once the student has been identified as an ELL, he or she will take the NYSESLAT every year to have their language proficiency evaluated to determine if he or she continues to be entitled to receive mandated ESL services. When the test results are available for the school, the testing coordinator and ESL Push-in teachers will write the entitlement letters for all ELL students who did not pass NYSESLAT, and non-entitlement letters for those students who passed the NYSESLAT. These letters are sent home with students to inform parents about their child's test results and the entitled ESL services they will receive for the school year. Students who passed the NYSESLAT will not receive mandated ESL services, and non-entitlement letters are sent to parents.

2. To ensure the understanding of all available program choices on the selection form, in addition to the 1:1 parent orientation at registration, the school sends home a letter to invite parents of all new students to a parent orientation meeting during the first week in October. At this meeting, the Chancellor's DVD on the different ELL programs available in the city are shown to parents in the major languages: Chinese, Spanish, and Arabic. Each group will watch the DVD in their native language in separate areas with an ESL teacher and a translator. Parent survey and program selection Forms are then reviewed with the parents in the native language (written and oral.) At the parent orientation, all three choices are explained to parents followed by the viewing of the video of the programs provided by the Department of Education. Prior to watching the video, parents are grouped by language needs with a presenter who can speak in their native language. Chinese parents are divided into Mandarin and Cantonese groups, Spanish speaking parents are in a group, Arabic and Urdu speaking parents are in a group together. All groups are supported with school personnel who can speak their language. After the video, school personnel will review the selection form with the parents line by line. Available program choices

are explained to the parents. Parents are informed that P.S. 105 only has Transitional Chinese Bilingual Programs available and the Freestanding ESL Program. However, if they are interested in a Spanish Transitional Bilingual Program or Dual Language Program, they have the option to transfer to the appropriate school.

3. Parents are requested to return the selection form at the end of the meeting or by the following week. At the meeting, a class roster is generated as the attendance sign-in for parents. If a parent is absent, the selection form is then sent home with the student, followed with a phone call by the a trained staff to review and explain the selection in the native language. As parents return their forms, ESL push-in teachers and the testing coordinator checks off the names of parents who return the selection form against the class register to ensure all selections forms are returned. Phone calls will be made by the ESL teachers, the parent coordinator, or the classroom teacher when selection forms are not returned by the requested date. After the outreach, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

Entitlement letters are written and sent home by the testing coordinator and the push-in ESL teachers according to the ATS report – RLER, listing students by class who are eligible to take the LAB-R or NYSESLAT. Entitlement letters are sent after the LAB-R administration. The entitlement letters for students who took the NYSESLAT are sent in the beginning of the school year as results of the test are received in late summer.

4. All 3 programs: Transitional Bilingual, Dual Language and Freestanding ESL are explained to parents at the parent orientation as their choices. However, the Transitional Bilingual program is only for the Chinese speaking students as they account for about 90% of the student population. Students of all other languages are offered Free Standing ESL classes. Parents who are non-Chinese speaking are also informed that they are entitle to TBE programs offered at other schools. Parents are also informed if they are interested in the Dual language program, they have the option to request and transfer to other schools. The school finds that new comers from China's rural areas tend to select the TBE program. Families from major cities of their native countries tend to select the ESL program. Parents of more advanced students tend to select the ESL program. The school's current ELL programs reflect this trend. Out of the 1035 ELLs, 669 are in the ESL program and 366 are in the TBE program. Our program models have met the needs and requests of our students and parents as per their program selection choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	5	1	2	2	1	2								13
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	4	3	1	2	1	1								12
Push-In	0	5	7	3	2	2								19
Total	9	9	10	7	4	5	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1035	Newcomers (ELLs receiving service 0-3 years)	977	Special Education	42
SIFE	5	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	366	4								366
Dual Language										0
ESL	611	1	26	58		16				669
Total	977	5	26	58	0	16	0	0	0	1035

Number of ELLs in a TBE program who are in alternate placement:

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
Chinese	117	30	61	64	33	59								364
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1		1											2
TOTAL	118	30	62	64	33	59	0	366						

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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	7	13	4	2	2	1								29
Chinese	88	211	136	78	72	27								612
Russian														0
Bengali	1													1
Urdu		2			1	2								5
Arabic	4	2	2			3								11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian				1	1									2
Other	2	2	1			3								8

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
TOTAL	102	231	143	81	76	36	0	0	0	0	0	0	0	669

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Part III: Programming and Scheduling Information

1. P.S. 105 provides the following two programs of instruction to ELL students:
 - a. The Freestanding ESL program (including push-in and self-contained) in grades K-5, and The Transitional Bilingual Education Program in grades K-5. All TBE programs are taught by licensed Bilingual teachers. Self-contained Freestanding ESL programs are taught by dually certified in both ESL and Common Branch licensed teachers. In classes where the teacher is not ESL licensed, a licensed ESL teacher will push in or pull out to service entitled students.
 - b. All classes are heterogeneous grouped by grade.
 - 2.a. In the beginning of the school year, teachers in the TBE programs, Self-contained, Push-In and Pull-Out programs are informed about the mandated number of instructional minutes for ELLs to be provided according to proficiency levels in each program model which is reflected on their program cards. Self-Contained ESL classes would indicate on their program card when ESL strategies are taught during the day. All teachers of ELLs also received a copy of the NYSESLAT results with their students' proficiency level and percentile on each of their listening/speaking strands, and their reading/writing strands in order to group their students for instruction.
 3. In the Self-Contained classes, ELA and content areas are taught in English using ESL strategies. Content area learning is integrated in literacy. The school provides many resources such as fiction and non-fiction leveled books and big books in science, math, and social studies for teachers to teach English language arts in the content area to ELLs. Content knowledge learning is infused in read alouds, shared reading and guided reading with ESL strategies. (ie. Use of visuals, TPR, CALLA, and dramatization) Small group instruction would serve and differentiate the needs of students on varies proficiency levels. Push-In and Pull-Out teaches provide the mandated ESL periods according to students' proficiency levels. Out of classroom ESL teachers are provided with a copy of the curriculum maps on the grades they serve. They are expected to support the classroom teachers in the teaching of content area by supporting students in the learning of content knowledge as well as the acquisition of the English language. In the TBE program, the language allocation for English and the students' native language depends on the students' English proficiency. The delivery of instruction in the content area in these programs is in the Native language. New concepts, skills and strategies are taught in the Native language. They are then taught in English using ESL strategies focusing on the learning of key vocabulary words on the content. Students in TBE classes receive one period per day in the Native Language Arts. For

materials in native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts, plus many fiction and non-fiction books in Chinese. The school has ordered over \$100,000 dollars worth of children's literature to support the teaching and learning of the native language in Chinese and Spanish. Many of these books will be sent home with students daily to promote parental involvement in reading with their parents. For beginning ELLs, about 80% of the instruction would be provided in the native language and 20% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English. In addition to the Balanced Literacy approach, resources used to support ELLs in their learning are: Award Reading(K-3), On Our Way to English (K-5), Discovery Education in Science(on-line subscription), Reading a-z (on-line subscription), books with CDs and audio tapes, etc.

4. Instructional Plans for sub-groups:

a. SIFE ELLs

We identified 4 students as SIFE. These students are being serviced during the day by the classroom teacher in small groups, as well as AIS reading. They are invited to attend extended day. They will be offered the Title III funded ELL Success After School Program and the Saturday Academy in March.

b. ELLs in US schools less than three years(new comers)

New comer ELLs are invited to participate in extended day and supplemental programs funded by Title III's after school ELL Success program as well as the Saturday Academy. The school has a push-in teacher in grades K and 1 to target oral language acquisition. In grade 2, a push-in teacher to support the reading in the content area. In grades 3, 4, 5, two days a week, a bilingual teacher to help these students build their foundation in phonics and social language.

ELLs who need to take the ELA after one year will be supported through the after school programs and Saturday Academy funded by Title III. Teachers with these students in TBE classes and Self-contained classes will provide instruction to them in separate groups in order to prepare them for the test. All teachers in grades 3-5 receive professional development in Testing as a Genre where they learn to incorporate skills and strategies students need to perform well on the ELA in their daily lessons.

c. ELLs receiving services 4-6 years

Potential Long Term ELLs are invited to attend supplemental programs funded by Title III Saturday ELL Success program. The school will also provide multiple workshops and classes to parents of ELLs. Teachers will differentiate and target the needs of these ELLs. Their progress will be closely monitored to determine effectiveness of instruction and strategies.

d. ELLs receiving services after 6 years

N/A. We do not have ELLs receiving services after 6 years.

e. ELLs with IEPs

The school's AIS Team and Student Assessment Team will work with the classroom and resource room teachers to provide effective instruction prescribed by the IEPs.

All ELL students with disabilities in self contained Bilingual and Freestanding ESL classes are serviced by a dually licensed (Bilingual or ESL) teacher to provide mandated ESL services. A special education licensed teacher (Resource room teacher) will provide services as per IEP in a pull out or push in model.

ELL students in a CTT class are serviced by a licensed ESL push in teacher when the classroom teacher is not licensed in ESL or Bilingual.

ELL students in self contained special education class is serviced by a licensed ESL push in teacher for ESL services.

The activities and programs used include Wilson, Award Reading, Reading A-Z, small group and one to one instruction.

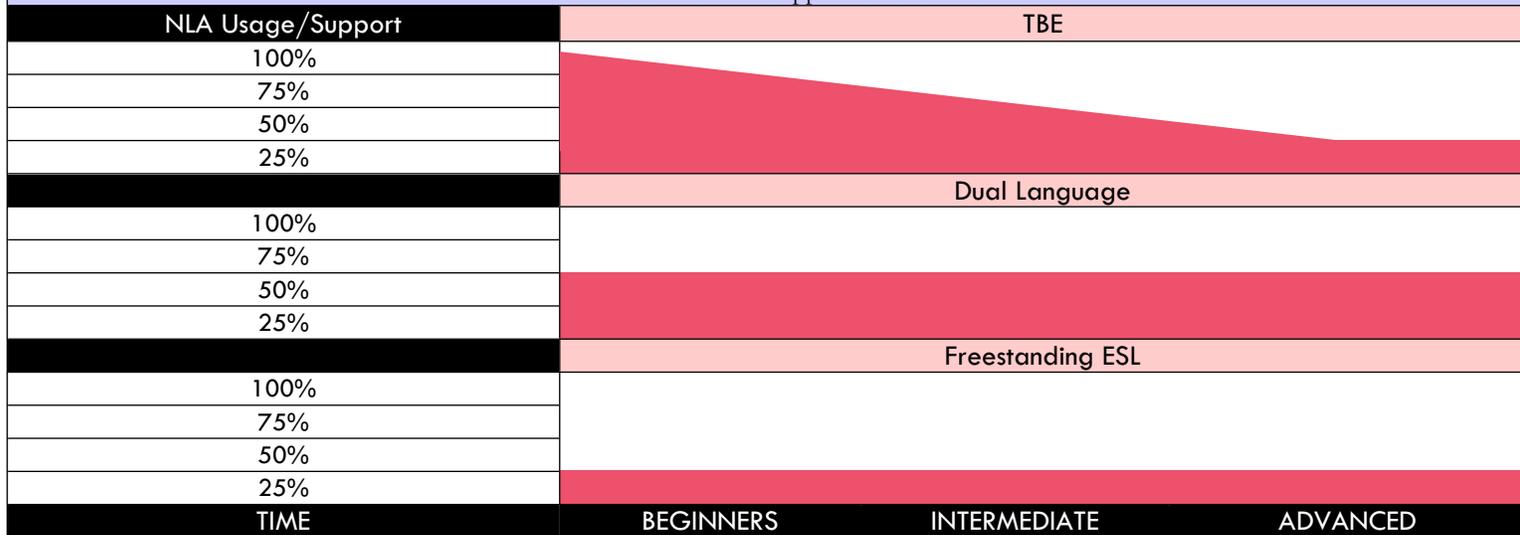
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Targeted intervention programs for ELLs:

ELA – All classes use the Balanced Literacy approach and the workshop model. In TBE and Self-Contained classes, teachers use last year's NYSESLAT proficiency levels and percentiles to group students for targeted instruction according to their strengths and weaknesses. Reading is taught in the different genres and content areas using leveled books according to students' reading abilities. Content area learning is incorporated in the literacy components. Students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Math – All classes use the Everyday Math curriculum. Students in TBE classes are taught math concepts and skills in their native language. Students in Self-Contained classes are taught math concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Content Area – All classes use the Common Core Standards based curriculum map to teach Social Studies and Science. Students in TBE classes are taught content concepts and skills in their native language. Students in Self-Contained classes are taught content concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

6. The school continues transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT by providing on-going professional development to all teachers in ESL strategies and differentiated small group instruction to address the needs of all students. Former ELLs are permitted to have testing accommodations for up to 2 years after testing out of the NYSESLAT according to a State memo. These students are serviced by a push in AIS reading teacher to provide continuous support in English acquisition. They are also invited to attend extended day, afterschool, and Saturday programs in order to provide support in preparation for the state exams.

7. The school has purchased leveled science books for the ELLs from National Geographic. The books will support the ELLs in the learning of the science content vocabulary and concepts. The school also has purchased many native language children's books in Chinese and Spanish for students to take home to read with their parents. A Read Aloud workshop was conducted by a grade one teacher at the October PTA meeting to demonstrate how to read aloud and ask higher order thinking questions in order to promote students' comprehension.

8. All programs and services will continue.

9. All school programs are offered to all students. For example, ELLs are selected to join the chorus, band, violin, and the Student Leadership Team, etc. Supplemental services such as the ELL Success After School Program and the Saturday Academy are funded by Title III and therefore, offered to ELLs. Due to the large numbers of ELLs, to ensure equity, different students are invited to attend the different programs: Extended Day, ELL Success After School, Saturday Academy. New comers will attend Extended Day, ELL students who need to take the ELA will be invited to attend the ELL Success After School Program. Students in K-2, and Long Term ELLs will be invited to attend the Saturday Academy. Selected classes (12) will participate in a Chinese Folk Dance program taught by an outside consultant funded by Title III funds.

10. To support the ELLs, the school purchased Award Reading, On Our Way to English, Subscriptions on Discovery Education in Science and Reading A-Z, Smart Boards, National Geographic Science and Social Studies for the ELLs. The school also purchased many children's literature in the native language, and content area books in the native language for students to take home to read with their parents.

11. In the TBE classes, for beginning ELLs, about 60% of the instruction would be provided in the native language and 40% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English. In the Self-Contained classes, all instruction will be delivered in English unless the classroom teacher or the Push-In/Pull-Out teacher speaks the child's native language. In that case, for new comers, the teacher is encouraged to introduce a lesson in the content area in Chinese first, and then use ESL strategies to teach the lesson, and sum up in Chinese again to assess learning.
12. With the Balanced Literacy approach, teachers teach reading and the content area with leveled books that are differentiated by students' reading levels, grade levels, and skill sets needed. Classroom teachers and Push-In and Pull-Out ESL teachers are provided with data on the latest NYSESLAT and other assessment data on ARIS in order to group and differentiate instruction according to students' needs.
13. For the incoming Pre-K and Kindergarten students who registered before the school year begins, parent orientations with the incoming students are conducted in the summer by the Guidance Counselor(Chinese bilingual), the Parent Coordinator(Chinese bilingual), and the Youth Counselor(Spanish bilingual) to inform parents and students of school rules and routines, and to familiarize them with the physical building in order to ease their transition for September.
14. All ELLs in TBE classes are taught one period per day in the Chinese Language Art.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

D. Professional Development Plan:

1. Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities have been planned.

- Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
- Continue providing professional development on ESL standards and NYSESLAT.
- Introduction of the school's Language Allocation Policy:
- Language allocation in Balanced Literacy
- Language allocation in content areas
- Analysis of assessment data (LAB-R, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.) to make informed determination of the English proficiency level of the students in order to provide targeted instruction.
- Focus on writing: writing process and genre studies
- Differentiate instruction for ELLs of different levels and different needs
- Assessment of students' native language proficiency level.
- Inform parents about the Language Allocation Policy
- Research-based effective bilingual and ESL scaffolding strategies
- Creative ways to improve student language proficiency: ESL through the Theater Arts
- Computer and Smart Board technology

Technology-based program: Award Reading

2. Support for staff – The Guidance Counselors provide workshops to Fifth Grade Teachers and students to explain the application process and the various programs offered in the middle schools, and make appropriate program recommendations for ELLs students. Arrange inter-school visits for fifth grade classes to visit the middle schools to familiarize ELL students with middle school settings. The Guidance Counselors(Chinese Bilingual) and the Youth Counselor(Spanish Bilingual) will address concerns from parents.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is provided to staff in multiple ways: In addition to the on-going in-house training provided by Assistant Principals, Aussie consultants and Literacy coaches during weekly PAPs, classroom demonstrations, and PD dates; all teachers are encouraged to attend outside workshops on best instructional practices for ELL students. The school will fund these workshops with Title III funds.

E. Parental Involvement

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

Paste response to questions 1-4 here

E. Parental Involvement:

1. Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year at PTA meetings. The school combined Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips to cultural institutions (Parents with their children)

Provide oral translation at PTA meetings, SLT meetings, Parent Teacher Conferences, and any meetings with school staff. All written school correspondences are translated.

2. The school partners with CBOs such as the Brooklyn Chinese American Association, the Brooklyn Chinese Planning Council, and the Maimonides Medical Center to provide workshops in parenting skills, health issues, and child development, etc.

3. We evaluate the needs of our parents by using data from the LES, concerns and suggestions from parents, school staff, and students.

4. Workshops and information provided to parents at PTA meetings are in response to parents' needs and concerns in order to support the learning, achievement and development of the ELLs, socially, emotionally, and academically.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	165	109	48	54	43	39								458

Intermediate(I)	23	117	48	30	9	25								252
Advanced (A)	32	28	104	57	53	24								298
Total	220	254	200	141	105	88	0	0	0	0	0	0	0	1008

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		35	30	23	27	25							
	I		99	35	34	8	24							
	A		71	102	33	10	29							
	P		17	21	43	44	7							
READING/ WRITING	B		71	27	44	27	29							
	I		111	45	31	14	32							
	A		17	51	54	48	16							
	P		23	65	4	0	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	33	24	5	77
4	14	26	15	0	55
5	22	19	13	23	77
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			2		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		23	8	14	29	7	14	97
4	2	1	13	5	12	14	7	30	84
5	1		15	2	14	16	9	22	79
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					2				2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	3	7	1	12	12	7	40	87
8									0
NYSAA Bilingual Spe Ed							2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	37	13	11	0				

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- The school uses Fountas and Pinnell to assess the early literacy skills of ELL students. Based on these assessment data on the ELL students, it shows a trend on the lack of academic vocabulary and the lack of prior knowledge which prevent students in their language acquisition in reading, writing, speaking and listening, as well as the learning of content knowledge. Therefore, teachers are asked to focus on vocabulary and oral language development in the teaching of ELL students through Read alouds, Think-Pair Share, and dramatizing of stories. In order to provide background knowledge to support the learning of ELL students, teachers plan field trips, conduct read aloud, shared reading and guided reading using different genres.
- The results of the NYSESLAT indicate that the school's ELL students performed better on the combined modules of reading and writing than listening and speaking in grade 3, 4 and 5 on the Intermediate and Advanced level. Grade K, 1, 2 are the opposite. All modules combined the largest group of grades K-5 ELL students falls at the advanced level, then the beginner and the intermediate groups.
- The data indicates that we need to target at our advanced students and help them cross the bar of being proficient in English. Further enforcement of the Balanced Literacy Approach and the application of ESL scaffolding strategies are needed to increase the language interaction between teachers and students, and among students. The school's ESL through the Theater Arts Program is effective in helping the ELL students improve their English speaking and listening skills as well as the reading and writing skills.
- An analysis was done to see how the results of grade 4 ELLs' math and science tests relate to their NYSESLAT results. The analysis reveals the trend that students, who did better on NYSESLAT, also did better in math and science. Many ELLs entered the school with a good knowledge in content areas and strong native language skills. They performed better on exams that are provided in their native language.
 - The school leadership and teachers are using the results of the ELL Period Assessments on ARIS in order to better inform instruction in the areas of need as indicated by the Predicted NYSESLAT Performance and Scores by Modalities in the reading, writing, and listening with percent correct and points.
 - The school has learned that data on the ELL Periodic Assessment is helpful in grouping students for instruction according to their needs in the different modality. It is also a fairly good indicator in predicting how students will perform on the NYSESLAT with the exception of the speaking and constructed response writing items, which are not on the Periodic assessment.
- N/A
- The school evaluates the success of programs for ELLs through on-going progress monitoring by teachers using F & P, teacher made unit assessment in the content area, and articulation between support teachers and classroom teachers on student progress in AIS reading, ESL, Resource Room services, etc. All ELL students are expected to make a year of progress on the NYSESLAT and a year of progress on the ELA for ELLs who are required to take the test. When assessment data becomes available, analysis of the data will show if ELL students have

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 105 The Blythebourne					
District:	20	DBN:	20K105	School		332000010105

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	50	36	35		97.1	96.9	98.0
Kindergarten	267	288	246				
Grade 1	252	306	334	Student Stability - % of Enrollment:			
Grade 2	200	276	323	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	200	223	289		89.4	89.9	82.3
Grade 4	215	235	242				
Grade 5	195	234	261	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.1	92.8	92.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	4	7	2	Recent Immigrants - Total Number:			
Total	1383	1605	1732	(As of October 31)	2007-08	2008-09	2009-10
					67	95	277

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	12	11	Principal Suspensions	3	4	5
# in Collaborative Team Teaching (CTT) Classes	48	56	59	Superintendent Suspensions	7	1	2
Number all others	53	55	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	214	315	TBD	Number of Teachers	91	94	96
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	10
# receiving ESL services only	457	617	TBD				
# ELLs with IEPs	2	74	TBD	Number of Educational Paraprofessionals	9	7	13

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.9	98.9	100.0
				% more than 2 years teaching in this school	68.1	75.5	82.3
				% more than 5 years teaching anywhere	67.0	62.8	72.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	93.0	95.8
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.7	100.0	100.0
Black or African American	0.1	0.2	0.3				
Hispanic or Latino	7.2	6.3	5.1				
Asian or Native Hawaiian/Other Pacific	85.2	87.8	90.2				
White	7.4	5.2	4.4				
Male	51.9	52.2	51.7				
Female	48.1	47.8	48.3				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	69.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 406	District 20	School Number 105	School Name The Blythebourne
Principal Johanna Castronovo		Assistant Principal Alice Lee, D. Amato, S. Chen	
Coach Danielle Bress		Coach Yolanda Kui	
Teacher/Subject Area Kathleen Riordan/ESL		Guidance Counselor Betty Wan	
Teacher/Subject Area Lina Zhou		Parent Hong Hui Dong	
Teacher/Subject Area Mei Li Zhao		Parent Coordinator Melody Zhao	
Related Service Provider Joann Altieri		Other	
Network Leader Sandra Litrico		Other	

B. 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	18	Number of Certified Bilingual Teachers	21	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1734	Total Number of ELLs	1035	ELLs as Share of Total Student Population (%)	59.69%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

Part II: ELL Identification Process

1. The school posts signs and translated important information into three major languages (Chinese, Spanish and Arabic) which students and parents speak. When parents come to register their child in our school, the pupil personnel secretary, Susan Donatelli, provides them with a registration package with the Home Language Identification Survey in their native language. Parents will fill it out during the registration process. A trained pedagogy (an ESL teacher) assists the parent to complete the form, interviews the child and conducts the ELL parent orientation at Room 212 or 213 if necessary. (translation will be provided if needed) During ELL parent orientation, parents are informed by our trained staff and Chancellor's DVD on three different ELL programs available in the city. Parents learn about their options and choices. The following staff members are trained to conduct the initial screening, student interview and LAB-R for new comers. They are Assistant Principal – Alice Lee, Testing Coordinator-Betty Hass, ESL teachers: Liqing Zhuang, Hong Yang, Li Shien Tu, Guidance Counselor-Betty Wan, and Social Worker-Jenny Wu. They make initial recommendation to place the child in the appropriate class based on their abilities to communicate in English and their native language proficiency according to their report card. The LAB-R test result is hand-scored by the ESL teacher, and the student is placed in classes according to the results. Within 10 days, the parent receive the notification letter along with their child's LAB-R testing result. Parents select whichever program model that they believe will be most beneficial for their child. In addition to the one on one ELL parent orientation, the school also conducts school wide ELL parent orientation in September to communicate with ELL parents again and answer questions across the board. Parents return their Program Selection Forms after the orientation and the students' program are adjusted accordingly. If the form is not returned, the student is placed in the bilingual program by default. This is an on-going process that the school provides to accommodate all parents and students.

Once the student has been identified as an ELL, he or she will take the NYSESLAT every year to have their language proficiency evaluated to determine if he or she continues to entitle to receive mandated ESL services. When the test results are available for the school, the testing coordinator and ESL Push-in teachers will write the entitlement letters for all ELL students who did not pass NYSESLAT, and non-entitlement letters who passed the NYSESLAT. These letters are sent home with students to inform parents about their child's test results and the entitled ESL services they will receive for the school year. Students who passed the NYSESLAT will not receive mandated ESL services.

2. To ensure the understanding of all available program choices on the selection form, in addition to the 1:1 parent orientation at registration, the school sends home a letter to invite parents of all new students to a parent orientation meeting during the first week in October. At this meeting, the Chancellor's DVD on the different ELL programs available in the city are shown to parents in the major languages: Chinese, Spanish, and Arabic. Each group will watch the DVD in their native language in separate areas with an ESL teacher and a translator. Parent survey and program selection Forms are then reviewed with the parents in the native language (written and oral.)

3. Parents are requested to return the selection form at the end of the meeting or by the following week. At the meeting, a class roster is generated as the attendance sign-in for parents. If a parent is absent, the selection form is then sent home with the student, followed with a phone call by the a trained staff to review and explain the selection in the native language. As parents return their forms, ESL push-in teachers and the testing coordinator checks off the names of parents who return the selection form against the class register to ensure all selections forms are returned. Phone calls will be made by the ESL teachers, the parent coordinator, or the classroom teacher when selection forms are not returned by the requested date. After the outreach, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

Entitlement letters are written and sent home by the testing coordinator and the push-in ESL teachers according to the ATS report – RLER, listing students by class who are eligible to take the LAB-R or NYSESLAT. Entitlement letters are sent after the LAB-R administration. The entitlement letters for students who took the NYSESLAT are sent in the beginning of the school year as results of the test are received in late summer.

4. Since the school only has Transitional Bilingual classes and Free Standing ESL classes, the two programs are explained to parents at the parent orientation as their choices. The Transitional Bilingual program is only for the Chinese speaking students as they account for about 90% of the student population. Students of all other languages are offered Free Standing ESL classes. Parents who are non-Chinese speaking are also informed that they are entitle to TBE programs offered at other schools. The school finds that new comers from China's rural areas tend to select the TBE program. Families from major cities of their native countries tend to select the ESL program. Parents of more advanced students tend to select the ESL program. The school's current ELL programs reflect this trend. Out of the 1035 ELLs, 669 are in the ESL program and 366 are in the TBE program. Our program models have met the needs and requests of our students and parents as per their program selection choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	5	1	2	2	1	2								13
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	4	3	1	2	1	1								12
Push-In	0	5	7	3	2	2								19
Total	9	9	10	7	4	5	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1035	Newcomers (ELLs receiving service 0-3 years)	977	Special Education	42
SIFE	5	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	366	4								366
Dual Language										0
ESL	611	1	26	58		16				669
Total	977	5	26	58	0	16	0	0	0	1035

Number of ELLs in a TBE program who are in alternate placement:

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
Chinese	117	30	61	64	33	59								364
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1		1											2
TOTAL	118	30	62	64	33	59	0	366						

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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	7	13	4	2	2	1								29
Chinese	88	211	136	78	72	27								612
Russian														0
Bengali	1													1
Urdu		2			1	2								5
Arabic	4	2	2			3								11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian				1	1									2
Other	2	2	1			3								8
TOTAL	102	231	143	81	76	36	0	669						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Part III: Programming and Scheduling Information

1. P.S. 105 provides the following two programs of instruction to ELL students:

- a. The Freestanding ESL program (including push-in and self-contained) in grades K-5, and The Transitional Bilingual Education Program in grades K-5.
- b. All classes are heterogeneous grouped by grade.

2.a. In the beginning of the school year, teachers in the TBE programs, Self-contained, Push-In and Pull-Out programs are informed about the mandated number of instructional minutes for ELLs to be provided according to proficiency levels in each program model which is reflected on their program cards. Self-Contained ESL classes would indicate on their program card when ESL strategies are taught during the day. All teachers of ELLs also received a copy of the NYSESLAT results with their students' proficiency level and percentile on each of their listening/speaking strands, and their reading/writing strands in order to group their students for instruction.

3. In the Self-Contained classes, ELA and content areas are taught in English using ESL strategies. Content area learning is integrated in literacy. The school provides many resources such as fiction and non-fiction leveled books and big books in science, math, and social studies for teachers to teach English language arts in the content area to ELLs. Content knowledge learning is infused in read alouds, shared reading and guided reading with ESL strategies. (ie. Use of visuals, TPR, CALLA, and dramatization) Small group instruction would serve and differentiate the needs of students on various proficiency levels. Push-In and Pull-Out teachers provide the mandated ESL periods according to students' proficiency levels. Out of classroom ESL teachers are provided with a copy of the curriculum maps on the grades they serve. They are expected to support the classroom teachers in the teaching of content area by supporting students in the learning of content knowledge as well as the acquisition of the English language. In the TBE program, the language allocation for English and the students' native language depends on the students' English proficiency. The delivery of instruction in the content area in these programs is in the Native language. New concepts, skills and strategies are taught in the Native language. They are then taught in English using ESL strategies focusing on the learning of key vocabulary words on the content. Students in TBE classes receive one period per day in the Native Language Arts. For materials in native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts, plus many fiction and non-fiction books in Chinese. The school has ordered over \$100,000 dollars worth of children's literature to support the teaching and learning of the native language in Chinese and Spanish. Many of these books will be sent home with students daily to promote parental involvement in reading with their parents. For beginning ELLs, about 60% of the instruction would be provided in the native language and 40% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English. In addition to the Balanced Literacy approach, resources used to support ELLs in their learning are: Award Reading(K-3), On Our Way to English (K-5), Discovery Education in Science(on-line subscription), Reading a-z (on-line subscription), books with CDs and audio tapes, etc.

4. Instructional Plans for sub-groups:

a. SIFE ELLs

We identified 4 students as SIFE. These students are being serviced during the day by the classroom teacher in small groups, as well as AIS reading. They are invited to attend extended day. They will be offered the Title III funded ELL Success After School Program and the Saturday Academy in March.

b. ELLs in US schools less than three years(new comers)

New comer ELLs are invited to participate in extended day and supplemental programs funded by Title III's after school ELL Success program as well as the Saturday Academy. The school has a push-in teacher in grades K and 1 to target oral language acquisition. In grade 2, a push-in teacher to support the reading in the content area. In grades 3, 4, 5, two days a week, a bilingual teacher to help these students build their foundation in phonics and social language.

ELLs who need to take the ELA after one year will be supported through the after school programs and Saturday Academy funded by Title III. Teachers with these students in TBE classes and Self-contained classes will provide instruction to them in separate groups in order to prepare them for the test. All teachers in grades 3-5 receive professional development in Testing as a Genre where they learn to incorporate skills and strategies students need to perform well on the ELA in their daily lessons.

c. ELLs receiving services 4-6 years

Potential Long Term ELLs are invited to attend supplemental programs funded by Title III Saturday ELL Success program. The school will also provide multiple workshops and classes to parents of ELLs. Teachers will differentiate and target the needs of these ELLs. Their progress will be closely monitored to determine effectiveness of instruction and strategies.

d. ELLs receiving services after 6 years

N/A. We do not have ELLs receiving services after 6 years.

e. ELLs with IEPs

The school's AIS Team and Student Assessment Team will work with the classroom and resource room teachers to provide effective instruction prescribed by the IEPs.

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Targeted intervention programs for ELLs:

ELA – All classes use the Balanced Literacy approach and the workshop model. In TBE and Self-Contained classes, teachers use last year's NYSESLAT proficiency levels and percentiles to group students for targeted instruction according to their strengths and weaknesses. Reading is taught in the different genres and content areas using leveled books according to students' reading abilities. Content area learning is incorporated in the literacy components. Students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Math – All classes use the Everyday Math curriculum and teach math concepts and skills in their native language. Students in Self-Contained classes are taught math concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Content Area – All classes use the Common Core Standards based curriculum map to teach Social Studies and Science. Students in TBE classes are taught content concepts and skills in their native language. Students in Self-Contained classes are taught content concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

6. The school continues transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT by providing on-going professional development to all teachers in ESL strategies and differentiated small group instruction to address the needs of all students.

7. The school has purchased leveled science books for the ELLs from National Geographic. The books will support the ELLs in the learning of the science content vocabulary and concepts. The school also has purchased many native language children's books in Chinese and Spanish for students to take home to read with their parents. A Read Aloud workshop was conducted by a grade one teacher at the October PTA meeting to demonstrate how to read aloud and ask higher order thinking questions in order to promote students' comprehension.

8. All programs and services will continue.

9. All programs are offered to all students. For example, ELLs are selected to join the chorus, band, violin, and the Student Leadership Team, etc. Supplemental services such as the ELL Success After School Program and the Saturday Academy are funded by Title III and therefore, offered to ELLs. Due to the large numbers of ELLs, to ensure equity, different students are invited to attend the different programs: Extended Day, ELL Success After School, Saturday Academy. New comers will attend Extended Day, ELL students who need to

take the ELA will be invited to attend the ELL Success After School Program. Students in K-2, and Long Term ELLs will be invited to attend the Saturday Academy. Selected classes (12) will participate in a Chinese Folk Dance program taught by an outside consultant funded by Title III funds.

10. To support the ELLs, the school purchased Award Reading, On Our Way to English, Subscriptions on Discovery Education in Science and Reading A-Z, Smart Boards, National Geographic Science and Social Studies for the ELLs. The school also purchased many children's literature in the native language, and content area books in the native language for students to take home to read with their parents.

11. In the TBE classes, for beginning ELLs, about 60% of the instruction would be provided in the native language and 40% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English. In the Self-Contained classes, all instruction will be delivered in English unless the classroom teacher or the Push-In/Pull-Out teacher speaks the child's native language. In that case, for new comers, the teacher is encouraged to introduce a lesson in the content area in Chinese first, and then use ESL strategies to teach the lesson, and sum up in Chinese again to assess learning.

12. With the Balanced Literacy approach, teachers teach reading and the content area with leveled books that are differentiated by students' reading levels, grade levels, and skill sets needed. Classroom teachers and Push-In and Pull-Out ESL teachers are provided with data on the latest NYSESLAT and other assessment data on ARIS in order to group and differentiate instruction according to students' needs.

13. For the incoming Pre-K and Kindergarten students who registered before the school year begins, parent orientations with the incoming students are conducted in the summer by the Guidance Counselor(Chinese bilingual), the Parent Coordinator(Chinese bilingual), and the Youth Counselor(Spanish bilingual) to inform parents and students of school rules and routines, and to familiarize them with the physical building in order to ease their transition for September.

14. All ELLs in TBE classes are taught one period per day in the Chinese Language Art.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

D. Professional Development Plan:

1. Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities have been planned.

- Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
- Continue providing professional development on ESL standards and NYSESLAT.
- Introduction of the school's Language Allocation Policy:
- Language allocation in Balanced Literacy
- Language allocation in content areas
- Analysis of assessment data (LAB-R, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.) to make informed determination of the English proficiency level of the students in order to provide targeted instruction.
- Focus on writing: writing process and genre studies
- Differentiate instruction for ELLs of different levels and different needs

- Assessment of students' native language proficiency level.
- Inform parents about the Language Allocation Policy
- Research-based effective bilingual and ESL scaffolding strategies
- Creative ways to improve student language proficiency: ESL through the Theater Arts
- Computer and Smart Board technology
- Technology-based program: Award Reading

2. Support for staff – The Guidance Counselors provide workshops to Fifth Grade Teachers and students to explain the application process and the various programs offered in the middle schools, and make appropriate program recommendations for ELLs students. Arrange inter-school visits for fifth grade classes to visit the middle schools to familiarize ELL students with middle school settings. The Guidance Counselors(Chinese Bilingual) and the Youth Counselor(Spanish Bilingual) will address concerns from parents.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is provided to staff in multiple ways: In addition to the on-going in-house training provided by Assistant Principals, Aussie consultants and Literacy coaches during weekly PAPs, classroom demonstrations, and PD dates; all teachers are encouraged to attend outside workshops on best instructional practices for ELL students. The school will fund these workshops with Title III funds.

E. Parental Involvement

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

Paste response to questions 1-4 here

E. Parental Involvement:

1. Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year at PTA meetings. The school combined Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips to cultural institutions (Parents with their children)

Provide oral translation at PTA meetings, SLT meetings, Parent Teacher Conferences, and any meetings with school staff. All written school correspondences are translated.

2. The school partners with CBOs such as the Brooklyn Chinese American Association, the Brooklyn Chinese Planning Council, and the Maimonides Medical Center to provide workshops in parenting skills, health issues, and child development, etc.
3. We evaluate the needs of our parents by using data from the LES, concerns and suggestions from parents, school staff, and students.
4. Workshops and information provided to parents at PTA meetings are in response to parents' needs and concerns in order to support the learning, achievement and development of the ELLs, socially, emotionally, and academically.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	165	109	48	54	43	39								458
Intermediate(I)	23	117	48	30	9	25								252
Advanced (A)	32	28	104	57	53	24								298
Total	220	254	200	141	105	88	0	0	0	0	0	0	0	1008

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		35	30	23	27	25							
	I		99	35	34	8	24							
	A		71	102	33	10	29							
	P		17	21	43	44	7							
READING/ WRITING	B		71	27	44	27	29							
	I		111	45	31	14	32							
	A		17	51	54	48	16							
	P		23	65	4	0	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	33	24	5	77
4	14	26	15	0	55
5	22	19	13	23	77
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			2		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		23	8	14	29	7	14	97
4	2	1	13	5	12	14	7	30	84
5	1		15	2	14	16	9	22	79
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					2				2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	3	7	1	12	12	7	40	87
8									0
NYSAA Bilingual Spe Ed							2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(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	37	13	11	0				

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- The school uses Fountas and Pinnell to assess the early literacy skills of ELL students. Based on these assessment data on the ELL students, it shows a trend on the lack of academic vocabulary and the lack of prior knowledge which prevent students in their language acquisition in reading, writing, speaking and listening, as well as the learning of content knowledge. Therefore, teachers are asked to focus on vocabulary and oral language development in the teaching of ELL students through Read alouds, Think-Pair Share, and dramatizing of stories. In order to provide background knowledge to support the learning of ELL students, teachers plan field trips, conduct read aloud, shared reading and guided reading using different genres.
- The results of the NYSESLAT indicate that the school's ELL students performed better on the combined modules of reading and writing than listening and speaking in grade 3, 4 and 5 on the Intermediate and Advanced level. Grade K, 1, 2 are the opposite. All modules combined the largest group of grades K-5 ELL students falls at the advanced level, then the beginner and the intermediate groups.
- The data indicates that we need to target at our advanced students and help them cross the bar of being proficient in English. Further enforcement of the Balanced Literacy Approach and the application of ESL scaffolding strategies are needed to increase the language interaction between teachers and students, and among students. The school's ESL through the Theater Arts Program is effective in helping the ELL students improve their English speaking and listening skills as well as the reading and writing skills.
- An analysis was done to see how the results of grade 4 ELLs' math and science tests relate to their NYSESLAT results. The analysis reveals the trend that students, who did better on NYSESLAT, also did better in math and science. Many ELLs entered the school with a good knowledge in content areas and strong native language skills. They performed better on exams that are provided in their native language.
 - The school leadership and teachers are using the results of the ELL Period Assessments on ARIS in order to better inform instruction in the areas of need as indicated by the Predicted NYSESLAT Performance and Scores by Modalities in the reading, writing, and listening with percent correct and points.
 - The school has learned that data on the ELL Periodic Assessment is helpful in grouping students for instruction according to their needs in the different modality. It is also a fairly good indicator in predicting how students will perform on the NYSESLAT with the exception of the speaking and constructed response writing items, which are not on the Periodic assessment.
- N/A
- The school evaluates the success of programs for ELLs through on-going progress monitoring by teachers using F & P. teacher made

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		