



P.S. 106Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27Q106

ADDRESS: 180 BEACH 35TH STREET
FAR-ROCKAWAY, NY 11691

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S 106Q **SCHOOL NAME:** P.S. 106Q

SCHOOL ADDRESS: 180 Beach 35 Street

SCHOOL TELEPHONE: 718-327-5828 **FAX:** 718-327-5956

SCHOOL CONTACT PERSON: Marcella Sills **EMAIL ADDRESS:** msills@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Wendy Pratt/ Chair, Rosalie Isola/ Co-Chair

PRINCIPAL: Marcella Sills

UFT CHAPTER LEADER: Jo Ann Hopkins

PARENTS' ASSOCIATION PRESIDENT: Joy Bunch

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Martha Rodriguez-Torres

SUPERINTENDENT: Michele Lloyd- Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Marcella- Michel'e Sills	*Principal or Designee	
Joe Ann Hopkins	*UFT Chapter Chairperson or Designee	
Joy Bunch	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Paula Frazier	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Caio	Member/	
Fabius Celerin	Member/	
Mrs. Bryant	Member/	
Elizabeth Spradley	Member/	
Phyllis Lawrrence	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

At P.S.106Q, we view our school as a caring, safe, and supportive community. P.S.106-Q is a learning environment that fosters an atmosphere of free expression and creativity. We also believe that it is essential for students to become responsible citizens and life-long learners who have high expectations for themselves. The students of P.S. 106Q are provided with a stimulating and challenging curriculum consistent with these high expectations. At P.S. 106Q, we recruit highly qualified staff members who are committed to our vision.

Ultimately, our mission at P.S.106Q is to meet each child's maximum potential by educating every student to become a literate, self-sufficient, productive, and responsible member of society.

Important Contextual Information Regarding the School's Community and its Unique Characteristics

P.S. 106Q is a Pre-K-5 school of 354 students (currently) located in the Far Rockaway section of Queens, New York. As our school is on a peninsula, P.S.106Q is located in a secluded section of Far Rockaway. The Atlantic Ocean is approximately 300 yards from the main entrance of the school. The nearest housing development and local business is slightly more than four blocks away. The school is surrounded by vacant lots on all four sides. P.S. 106 consists of three buildings: the main building, which houses grades 3-5, the (detached) Early Childhood Academy, which houses grades PreK-2, and the TCU, which houses the Science Lab and the Art Lab. The Early Childhood Academy students and their teachers, must cross the schoolyard in all weather conditions, for lunch and to participate in other educational/recreational activities such as Physical Education, ESL, Speech, Music, Art, and for Academic Intervention. In inclement weather, cluster teachers hold classes in the classrooms. The School Based Support Team is held in the Early Childhood Academy. The school guidance counselor and ESL teacher are located in the main building. A large, multi-purpose, asphalt paved schoolyard serves as the main outdoor recreation area for the children. Weather permitting, students use the schoolyard for recreational activities and for morning line-up. Similarly, a multi-purpose room in the main building serves as a lunchroom and gymnasium.

Most of the children who attend P.S.106Q live in a nearby public housing development and walk to the school. There is a Gifted and Talented ASTRE program (69 students), that serves children in grades 3-5. 18 ASTRE students are bused to and from school each day. Our school has 5 special education classes: 1 second grade self-contained class, 1 third grade CTT class, 1 fourth grade CTT class, 1 fourth grade self-contained class, and 1 fifth grade self-contained class. 10 students receive at-risk services, as indicated on their IEP. The Pupil Personnel Committee, in cooperation with the SBST, coordinates Early Intervention Services. P.S. 106Q continues to actively pursue and initiate alternative methods to the referral process. A full time ESL teacher provides English language instruction for 21 ELL students. A full time teacher provides speech services for identified students.

There is one Pre-K class of 18 students, 2 kindergarten classes with approximately 18 students, 2 first grade classes have approximately 21 students. There are 3 second grade classes that have approximately 26 students; one of these classes is a second grade self-contained class. There are 3 third grade classes. Two of these classes are general education classes having approximately 21 students. The third grade ASTRE class has approximately 20 students. The CTT class consists of 19 students. Fourth grade consists of 3 classes: the ASTRE class consists of 27 students. There is a self-contained class consisting of 10 students, and one CTT class consisting of 25 students. There are 4 fifth grade classes. The ASTRE class has 22 students, there is 1 self-contained class consisting of 7 students, and 2 general education classes consisting of approximately 19 students.

The children and community of P.S.106Q are aware of the school's mission statement and the children recite their school's affirmation on a daily basis. For the 2009-2010 school year, all of our

students submitted lunch forms. Based on the information provided on the lunch forms (i.e. number of household members and family income), 93.9% of the students registered at P.S.106Q are certified as eligible for free lunch on the RMEL Title 1 Free Lunch Certification Form. As outlined in Chancellor's Regulation A-815, the school set up one of the approved methods of accountability in September to ensure that all students' meals are claimed accurately at the point of service on a daily basis for each eligibility category.

All of PS 106Q's pedagogical staff is certified and approximately 99.1% are tenured as of 2009-10. All staff receives support and guidance from the Core Knowledge Curriculum Facilitator, the Math Coach, The Knowledge Network, school staff development activities, mentoring, and informal regional assistance.

The entire staff is actively involved in all aspects of the school's educational plan. The School Leadership Team (SLT) is composed of a diverse group of professionals who have been selected from the parental instructional and administrative constituencies within our school community. Decisions as to establishment of school goals and objectives as well as the methods and materials to achieve these ends are established through group consensus, after reviewing the various needs assessment instruments (ATS, Acuity, ARIS, Periodic Assessments), SLT meetings, regional practice assessments, and other benchmark assessments.

Through the efforts of our school instructional team, administration and SLT committee, there is a collaborative effort to address our school's need to improve student's social growth across the curricular areas. Staff Development will be provided with in-class modeling by instructional specialists, and our math coach. The school participates in activities such as writing and art contests, One Hundred-Day Math celebrations, Core Knowledge exhibits, and professional development across the curricular areas to support instruction in our classrooms.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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 106Q				
District:	27	DBN #:	27Q106	School BEDS Code:	342700010106

DEMOGRAPHICS									
Grades Served in 2009-10:	√ Pre-K	√ K	√ 1	√ 2	√ 3	√ 4	√ 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	16	18	18				92.0%	93.1%	91.5%
Kindergarten	54	52	46						
Grade 1	69	64	59	Student Stability: % of Enrollment					
Grade 2	59	58	62	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	64	77	52				94.6%	87.4%	81.1%
Grade 4	64	77	61						
Grade 5	66	54	79	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)			2007-08	2008-09	2009-10
Grade 7							78.9%	79.3%	91.1%
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							11	17	7
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	413	387	377				0	1	1
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10

DEMOGRAPHICS							
Number in Self-Contained Classes	32	34	34				
No. in Collaborative Team Teaching (CTT) Classes	16	14	14	Principal Suspensions	10	13	4
Number all others	6	6	6	Superintendent Suspensions	21	14	10
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	10	13	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	36	29
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	7
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	97.2%	100%
American Indian or Alaska Native	1.4%	1.0%	1.0	Percent more than two years teaching in this school	56.8%	69.4%	100%
Black or African American	78.9%	75.7%	74.1%	Percent more than five years teaching anywhere	54.1%	58.3%	100%
Hispanic or Latino	11.9%	14.7%	16.6%				
Asian or Native Hawaiian/Other Pacific Isl.	4.1%	4.4%	4.3%	Percent Masters Degree or higher	78.0%	86.0%	100%
White	3.6%	3.4%	2.8%	Percent core classes			

DEMOGRAPHICS							
Multi-racial	N/A	N/A	N/A	taught by "highly qualified" teachers (NCLB/SED definition)	95.7 %	88.1 %	95%
Male	49.2 %	49.1 %	50.4 %				
Female	50.8 %	50.9 %	49.6 %				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:	<input checked="" type="checkbox"/>		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	√ ^{SH}	√				
Limited English Proficient						
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	5	5	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	P
Overall Score	45.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	3.8	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	9.8	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	30.2	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	2.0	Quality Statement 5: Monitor and Revise	P
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

P.S. 106Q as per the New York State School Report Card 2008-2009, and as of the school year 2009-2010, P.S.106Q is in Good Standing. The percentage of students meeting the standards in ELA in all tested grades (Performance levels 3 and 4) for the 2008 school year was 70.6% The percentage of students far below the standard in all tested grades (Performance level 1) was 7.8% for school year 2008. The percentage of students far below the standard in all tested grades (Performance level 1) was 11.5%. The percentage of students meeting the ELA standard (Performance levels 3 and 4), was 63.6%. The percentage of students far below the ELA standard (Performance Level 1) was 10.4%. The percentage of students meeting the Math standards performance (Level 3 and 4), was 82.5%. The percentage of students far below the standard (Performance Level 1) was 8.8%. The percentage of students meeting the standards in Science (Performance level 3 and 4) was 67.1%. The percentage of students far below the standards (Performance Level 1) was 3.9%. In the 2008-09 school years, the percentage of students scoring at proficiency levels 3 and 4 in ELA was 80.7%, compared to the city average of 80.0%. The percentage of students scoring at proficiency levels 3 and 4 was 89.5%, relative to the school's city average of 77.6%. The percentage of students making at least 1 year of progress in ELA was 66.7%. The percentage of students in school's lowest 1/3 making at least 1 year of progress was 87.0%, compared to the city average of 76.5%. The percentage of students making at least 1 year of progress in Math was 71.7%. The percentage of students in school's lowest 1/3 making at least 1 year of progress in Math was 81.4%. In ELA, grade 3, the percentage of students scoring at or above level 3 was 73%. In grade 4, the percentage of students scoring at or above level 3 was 66%. In grade 5, the percentage of students scoring at or above level 3 was 76%. In Math, grade 3, the percentage of students scoring at or above level 3 was 88%. In grade 4, the percentage of students scoring at or above level 3 was 77%. In grade 5, the percentage of students scoring at or above level 3 was 87%. In grade 4 Science, the percentage of students scoring at or above level 3 was 64%.

For the school year 2009-2010, the percentage of students in all tested grades scoring at Performance levels 3 and 4 in Math was 49.5%. The percentage of students at proficiency level in ELA (Performance Level 3 and 4) was 55.2%, as compared to the city average of 45.0%. The percentage of students in the lowest 1/3 making 1 year of progress in ELA was 81.0%, as compared to the city average of 71.2%. The percentage of students in the lowest 1/3 making 1 year of progress in MATH was 72.0%, as compared to the city average of 58.1%.

One of the greatest accomplishments to our school over the last few years has been the implementation of Core Knowledge, E.D. Hirsch's curriculum. This curriculum which is content-rich, specific, solid, sequenced, and shared across each grade level, has led to increased collaboration and creativity among teachers, enthusiasm and increased performance from students, and further participation and interest in terms of the parent-student connection. Our school has hosted several parent workshops on Core Knowledge. In addition, teachers are given common planning time in which to meet with their colleagues, sharing materials and ideas, as they create Core Knowledge units of instruction for their respective grades. There have been increases in project based assignments, student performances, and assessments indicate students comprehend the material on their grade levels. Another accomplishment has been adherence to our Math and Literacy Blocks. We have Incorporated Balanced Literacy into our curriculum and instruction at P.S.106Q. Our consistent progress on past NYS math tests can be attributed to strict adherence and assessment to our 90 minute Mathematics Instructional Block in Everyday Math, and presently HSP Math. This mathematics block includes modeling, the use of manipulative, guided work, independent practice, and opportunities for differentiation (gifted students, ELLs, struggling students). Unit tests have been consistently monitored for each class on every grade level. Results of these tests have been used to create groups in which to support student progress and achievement. During the Literacy block, we have implemented Balanced Literacy. This includes several components: Reading Workshop: read aloud, shared reading, guided reading, independent reading, conferencing. Writing Workshop:

modeled writing, shared writing, conferencing. As a result of assimilating Core Knowledge with Balanced Literacy, students have been exposed to many opportunities to read and analyze non-fiction texts for information and understanding. Extensive Core Knowledge libraries and trade books have been available to support instruction, as well as guided reading libraries. P.S.106Q also offers many opportunities for professional development to support best teaching practices.

A barrier that we face at P.S.106Q is the lack of physical space. A small room in the main building doubles as an auditorium and gym. In inclement weather, the early childhood teachers and students must brave the elements to cross the school yard to enter the main building. Both the science cluster teacher and the art teacher share the TCU, a unit outside in the courtyard.

SECTION V: ANNUAL SCHOOL GOALS

Goal Number 1: Improve Teaching Capacity in the Area of Literacy.

Measurable Objectives: 75% of observations reflect 2 or more strengths in literacy instruction. As well as 75% of instructional staff will integrate Balanced Literacy into the Core Knowledge Curriculum.

Action Plan:

- √ Schedule Grade Meetings and professional development sessions.
- √ Provide on-going study groups; inter-visitations, and model demo lessons.
- √ Use the Galaxy School Budget to purchase instructional materials through the Famis Portal. Redesign the procedure of formal and informal observations.
- √ Schedule differentiated professional development for staff.
- √ Supportive activities will be facilitated by the Math Coach and Core Knowledge Facilitator. Professional development conferences will be held. Hiring Consultant specialists, as well as inter/intra visitation.

√ Collaborate with LSO cohort leader and content area staff to support instruction.

Goal Number 2: To Implement the Core Knowledge Curriculum in Grades K-5. Develop Student Knowledge Base in Selected Content Areas.

Measurable Objectives: 100% of classes on designated grade levels and/or designated content areas will participate in the Core Knowledge instructional program and learning activities.

Action Plan:

- √ Fund Core Knowledge Facilitator, Coaching Staff, and Assistant Principal; who will provide support and professional development for teachers in Core Knowledge implementation.
- √ Provide selected staff members with ongoing Core Knowledge training and support.
- √ Schedule professional developments, as provided by UFT / TC/ LSO content specialist.
- √ Schedule common planning time, model lessons, schedule Core Knowledge Content meetings with teachers and the Core Knowledge Facilitator.
- √ Purchase specific Core Knowledge content area materials and supplementary supplies. Attend 2008 National Core Knowledge Conference; allow per session funds to support planning of curriculum units; budget allowances for celebrations, events to involve parents, parent newsletter, and additional supplies for class projects and trips.

Goal Number 3: Engage in a Collaborative Process with the Staff to Identify Students in Greatest Academic Need and Develop Strategies for Improvement.

Measurable Objectives: By June 2010, PS 106 will expand the inquiry team by 50% membership, and engage 90% of the staff in the inquiry cycle activities.

Action Plan: We will select an inquiry team that will collaborate during the course of the school Year, with a bi-monthly schedule to identify 30 students requiring academic intervention. The team will develop strategies for each student and follow

The progression of each student throughout the year. Successful strategies will be implemented throughout the school so that 90% of the staff will be take part in the process this will enhance school support of students in need.

- √ 90% of the staff will participate in the inquiry process.
- √ Staff will be scheduled for common periods and after school sessions as required.
- √ School staff will meet as a team after school through budgeted funds that are provided by both D.O.E and school funds.
- √ Inquiry Team will analyze trends and patterns in individual student data and implement strategies based on student need.

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): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students at P.S. 106Q will attend science with the science cluster teacher at least once a week for the school year to meet the New York State Science Standards as measured with weekly journal entries, monthly experiments, culminating essay or projects based on units of study, science fair projects (April/May) and research projects to measure a student’s proficiency.</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>Classroom teachers will teach science units of study following the Science Scope and Sequence in conjunction with the Science cluster teacher. All the scheduled science units of study will be facilitated in grades K-5 through read aloud, experiments, projects, class trips, essay and exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Science cluster position, professional development training by regional directors. Knowledge Network, UFT/TC/LSO content specialist</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>Weekly journal entries, monthly quizzes or exams, culminating performances/activities, essays or projects, research projects, science fair, projects and class trips to solidify and review student knowledge base.</p>

ACTION PLAN

Subject/Area (where relevant): Literacy and Curriculum Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement the Core Knowledge Curriculum in grades K-5 and develop students’ knowledge base in selected content areas and topics.</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>Schedule professional development provided by UFT/LSO content specialist. Schedule common planning time, model lessons; Core knowledge content area meeting with teachers and the Core Knowledge Facilitator. Core Knowledge academic excursions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fund the Core Knowledge Facilitator, Coaching Staff and Assistant Principal who will provide support and professional development for teachers in Core knowledge training. Purchase specific Core Knowledge content area materials and additional suppliers. Attend 2009 National Core Knowledge Convention. Allow for per session funds to support curriculum planning, budget allowance for celebrations, events to involve parents. Parent newsletter, additional supplies for projects and trips.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student portfolio/projects, photography of student work displays, participation in student strips to support Core Knowledge curriculum, programs from celebratory events. Agendas from professional development, sample unit plans/exemplary lesson plans, teacher unit/lesson plans which include Core Knowledge topics and materials. Bulletin Boards.</p>

ACTION PLAN

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve teaching capacity in the area of literacy. By June 2010 teachers at P.S. 106Q will implement at least two differentiated strategies in their lessons.</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>Schedule professional development provided by UFT/ TC/ LSO content specialist. Schedule common planning time, model lessons; Core Knowledge content area meeting with teachers and the Core Knowledge Facilitator.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fund the Core Knowledge Facilitator, Coaching Staff and Assistant Principal who will provide support and professional development for teachers in Core Knowledge implementation. Provide selected staff members with on-going Core Knowledge training. Purchase specific Core Knowledge content area materials and additional supplies. Attend 2008 National Core Knowledge Convention. Allow for per session funds to support curriculum planning, budget allowance for celebrations, events to involve parents, parent newsletter, additional supplies for projects and trips.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Observations of instructional practices, grade meetings and agendas, inter-visitation schedules/calendars, teacher professional resources, sample unit plans, exemplary student work in literacy, student assessment/data, and study-group summary forms.</p>

ACTION PLAN

Subject/Area (where relevant): All Disciplinary Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage in a collaborative process with key school staff to identify students in greatest academic need and develop strategies for improvement.</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>I will select an inquiry team that will collaborate over the school year, in order to identify 15 students that require academic intervention services. The team and I will develop strategies for each student and follow the progress of each student throughout the year. Successful strategies will then be replicated to enhance school support of students in need.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>School staff will meet as a team after school through budgeted funds that are provided by both DOE and school funds. The Inquiry Team will follow a fixed meeting schedule to discuss at-risk students at P.S.106Q.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence of accomplishment: student portfolios, ITT and Benchmarking Data to evaluate achievement, agendas, study-group summary forms.</p>

ACTION PLAN

Subject/Area (where relevant): Physical Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in physical education/health instruction will meet at least once a week throughout the school year, in alignment with the New York State Physical Education and Health Standards, as measured by an increase in proficiency in activities necessary to complete the Fitness Gram.</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>The school will use the New York City Fitness Gram Program to assess students in grades 3-5 in the areas of flexibility, endurance, and strength. In addition, student knowledge of nutrition and the human body will be assessed by using monthly unit testing and conferencing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>N/A</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Class “warm-ups” to enhance flexibility • Lessons on personal hygiene, dental health, physical fitness, nutrition • Students will be exposed to different physical activities on a monthly basis. • Students participate in Field Day at the end of the year that incorporates the activities covered throughout the year. • Students in grades 4 and 5 will keep a nutrition log to make them more aware of their daily nutritional intake.

ACTION PLAN

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage in a collaborative process with key school staff to identify students in greatest academic need and develop strategies for improvement. By June 2010 all students at P.S. 106Q in grades 3,4 and 5, will demonstrate an increase of 20 scale score points and will score at or above performance level 2 on all standardized mathematics assessments. For those students not achieving this benchmark, an academic intervention plan will be developed.</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>An inquiry team will collaborate over the school year in order to identify 15 students who require academic intervention services in math. The team will develop strategies for each student, meet with each student and follow the progress of each student throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The inquiry team will follow a fixed meeting schedule to discuss at-risk students. Budgeted funds will be used for after school test sophistication programs.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence of student accomplishment will include all of the following: pre-chapter math tests, post-chapter math tests, Acuity periodic testing, Buckle-Down tests, student portfolios, student goals and other informal assessments.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	9	9	N/A	N/A	3	0	0	8
1	25	9	N/A	N/A	0	0	0	3
2	17	9	N/A	N/A	4	0	0	4
3	12	12	N/A	N/A	7	1	1	4
4	12	12	0	0	12	2	2	9
5	9	9	0	42	4	3	3	1
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	The Early Intervention SETTS teacher, Michael Wright, services grades 1-3 in Language Arts/ Writing. He follows the writing components of the Core Knowledge Curriculum, which is implemented at P.S. 106Q. His teaching includes writing mechanics and conventions of print. Classroom teachers use a variety of supplementary materials to provide intervention to their targeted sub-groups. Some materials that have been used are Spotlight on Paired Passages, The Daybook (reading and writing support), Comprehensive Reading Assessment, Buckle Down Reading, ELA ITA, and ELA Predictive. This intervention has been given during the day in small groups, and in extended day in small groups. We have also offered ELA after school from 3:27.5pm to 5:45pm several days a week to support struggling students. ELA after school is held from Tuesday-Thursday.
Mathematics:	Teachers have identified sub-groups for math also. Teachers will utilize Extended Day, in which they will target struggling students will small group instruction. Texts used will be Buckle Down Math. Teachers will also target students during the After school Math Program held several days a week from 3:27.5pm to 5:45pm. Materials used will be the NYS Math Coach. Days After school Program will be held are from Tuesday –Thursday.
Science:	F.O.S.S instructional kits were ordered for every classroom to support hands-on, student centered, small group instruction in the classroom and in the science lab. The teachers and science cluster, Ms. Huynh, work in conjunction to identify and target students who are not meeting the benchmarks in science.
Social Studies:	Social Studies After school is held each year to offer academic intervention, academic enrichment and support for Students in grade 5, in order to prepare for the NYS Social Studies Exams. Teachers use teacher created packages as well as the NYS Elementary Social Studies Coach books to support instruction for these students. In all other grades (including Grade 5), teachers use assessments from core curriculum to identify students who are at risk for not meeting the standards in social studies for their grade. Inter-visitation is also available for students to benefit from the various learning styles/teaching modalities of their respective colleagues. Small group instruction is also available during Guided Reading as teachers use social studies trade books, or Pearson Learning: History and Geography texts to support instruction.

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Ms. Coyle, the school guidance counselor, identifies students who are at risk in grades K-5. She works in conjunction with the IEP teacher, classroom teacher, parent coordinator, and other school service providers to target students requiring intervention, counseling, and support. Ms. Coyle sees targeted students several days a week for 30 minutes in small groups, or one-on-one counseling. Children are seen during the instructional day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Dr. Goldman, the school psychologist, works with students by referral from the principal, teachers, and the school guidance counselor. He is a member of the School Based Support Team (SBST). PPT meetings are held bi-monthly; at which time selected students are reviewed for intervention services. Students are seen on a case-by-case basis. He is here two days per week.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Mr. Augarten is a part-time social worker at P.S.106, who facilitates social interaction between parents, teachers, and students. Mr. Augarten prepares referrals for student intervention services, serves on the School Based Support Team, observes students in conjunction with teacher referrals, and provides immediate intervention when necessary. Mr. Augarten interacts with P.S.106/ SBST colleagues, to identify students who are at-risk at P.S.106Q.</p>
<p>At-risk Health-related Services:</p>	<p>Our school has an adaptive physical education teacher, physical therapist, and an occupational therapist. The occupational therapist, Yocheved Michaeli, services students several times a week during for 30 minute intervals for group or individual therapy. The adaptive physical education teacher, Ron Del Re, services students on a daily basis, during 45 minute intervals.</p>

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

NCLB/SED requirement for all schools

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

- See Below -

LANGUAGE ALLOCATION POLICY

Language Allocation Policy Team Composition

The team servicing ELL students here at P.S. 106 is comprised of the following:

- Principal: Ms. Marcella M. Sills
- Assistant Principal: Ms. Tonya West
- Guidance Counselor: Ms. Amy Coyle
- Content Area Teacher: *(Varies according to grade/class)*
- ESL Teacher: Mr. Carlos Lazarus
- Math Coach: Ms. Rosalie Isola
- Parent Coordinator: Ms. Paula Frazier

Teacher Qualifications

As listed above, Mr. C. Lazarus is our sole ESL teacher. He is responsible for administering all ESL teaching services to our ELL's population. Mr. Lazarus is fully certified by NYSED and holds a master's in ESL from Pace University.

School Description

PS 106 has a total population of 354 students. Blacks comprise the largest group with 232 students. Hispanics are the second largest group with 57 students. There are 17 students mostly of Middle Eastern descent (Pakistan, Afghanistan, and Yemen). There are 16 Whites, 4 students classified as Multi-racial, and 4 of American Indian/Alaskan descent. The ratio of boys to girls is 189 to 165. The teaching staff at PS 106 is comprised of 22 classroom teachers and 3 cluster teachers (including the ESL teacher), totaling 27 teachers.

ELL Identification Process

During the course of enrollment, all parents are required to fill out the *Home Language Identification Survey* (HLIS) to determine if the home language is a language other than English, or if the student's first language is other than English (which could indicate that the student may be limited English proficient). The admission's secretary at our school is responsible for having parents fill out the HLIS form. The ESL teacher will then review the HLIS forms for all new enrollees. This review is conducted at the beginning of the school year to identify students who might be eligible for services (HLIS forms are also reviewed on an ongoing basis whenever a new student is admitted to the school). Mr. Lazarus, the ESL teacher, also confers with individual classroom teachers to get their feedback on all possible candidates being considered for services. Teachers will also recommend for consideration any student(s) who they feel might be eligible, even if, the parent has not indicated the existence of a second language

on the HLIS form. Mr. Lazarus then conducts an informal interview with these students to introduce himself, to get a general sense of the student's proficiency, and to set an appointment for administering the *Language Assessment Battery – Revised* (LAB-R).

Students who score below proficient on the LAB-R are deemed eligible for ESL services. The parents of students deemed eligible will then meet with the ESL teacher to learn about their options for services. Parents will view a video in their native language and also in English explaining their options: Transitional Bilingual programs, Dual Language programs or ESL program. The ESL teacher explains which program PS 106 currently offers, i.e. ESL Push-In/ Pull-Out. Parents are also told which schools in the area offer the other programs (i.e. Dual Language, and Transitional Bilingual Education.)

Our experience here at PS 106 is that parents will usually opt to have their child remain at PS 106 and receive the ESL services offered here (ESL push-in/ pull-out). However, if a parent opts for a different service like dual language, the ESL teacher will not only provide the necessary information, but will also make the initial contact with the school offering the service and with the ESL staff at that school in order to facilitate the transition.

The primary reason parents tend to prefer the ESL service that we offer here at PS 106 is that they feel that their child has a better chance of learning English faster being immersed in an English speaking environment (with the support of an ESL teacher). Transitional and dual language programs tend to be seen by our parents as a slower process of language acquisition and academic advancement. Even though one can easily argue that this is not necessarily the case, parents tend to come in with this assumption. Perhaps on a less conscious level, PS 106 has an additional appeal to parents because of its size and sense of family. Parents tend to feel very comfortable here and trust the staff.

Given the popularity and success of our model, as well as the size and the needs of our ELL's population, plans for the introduction of additional models like the dual language model are not deemed necessary at this time. We have a total

ELL Program Description

As stated earlier, our school only offers an ESL Push-In/Pull-Out program. There are a total of 24 Ell's receiving services. Among these there are 16 Hispanics, 3 students of Middle Eastern descent, 2 Haitian, 1 Jamaican/Creole and 1 Polish student. Mr. Lazarus, our ESL teacher, provides push-in / pull-out services to these students. He also provides ongoing support as needed to former ELL's who are no longer officially in the program after scoring "proficient" on the NYSESLAT.

Years of Service

There are a total of 24 ELL students currently in our ESL program, none of whom are *Students with Interrupted Formal Education* (SIFE). Of the 24 students enrolled in our program, 5 students have received 1 year of (ESL) service; 4 students have received 2 years of service; another 4 students have received 3 years of service; and 5 students are currently on their 5th year of service (long term ELLs). We had 4 newcomers to our school this year. Three of the newcomers were enrolled in ESL programs prior to transferring to our school. One newcomer enrolled as a LEP with us and is currently completing her first year of service. 24 Students, i.e. exactly half of our ELLs are enrolled in grades 4 through 5 (our school does not go to sixth grade). A total of 4 Ells are in special education classes. 3 of the four are in a CTT class (1st grade) and 1 is in a regular Special Education class.

The subgroups represented amongst our ELLs population are:

<u>Subgroup</u>	<u>Number of ELLs</u>
Hispanic	16

Middle Eastern	3
Haitian	2
Jamaican/Creole	1
Polish	1

Amongst the Hispanic students, the number of years of service is as follows:

- 4 ELLs of Hispanic descent have 1 year of service.
- 3 ELLs of Hispanic descent have 2 years of service.
- 3 ELLs of Hispanic descent have 3 years of service.
- 2 ELLs of Hispanic descent have 5 years of service.

Amongst the Middle Eastern students, the breakdown is as follows:

- 2 ELLs of Afghani descent have 5 years of service.
- 2 ELLs of Pakistani descent have 5 years of service.

Amongst the remaining groups the breakdown for years of service is:

- 1 ELL of Haitian descent has 2 years of service.
- 1 ELL of Jamaican/Creole descent has 1 year of service.
- 1 ELL of Polish descent has 3 years of service.

Home Language Breakdown

The languages spoken in the home of our ELLs are as follows:

<u>Grade</u>	<u>Language(s) Spoken at Home</u>
K	Spanish and English
1 st	Spanish and English; and Jamaican Creole
2 nd	Haitian Creole and English; and Polish
4 th	Spanish and English; Pashto
5 th	Spanish and English

Program and Schedule Information

Ours is an ESL Push-In / Pull-Out program which means that our ESL teacher works one on one or in pairs and small groups (depending on the number of ELLs in a class and the individual needs of students). ESL instruction is delivered in the classroom for a full 45minute period. When pull out instruction occurs, students are removed from classrooms and taught in a separate room again for the full 45 minute period.

While engaged in Push-In instruction, ELLs are engaged in the same curriculum as their classmates at the same time while receiving support from the ESL teacher primarily through scaffolding and differentiating instruction (building vocabulary, clarifying concepts, using special graphic organizers, using ELL related materials provided by our Core Knowledge curriculum and texts). While engaged in Push-In instruction, students also interact with their content area teachers and English-speaking peers. During Push-In instruction, the ESL teacher will target areas of specific need of the ELL and provide brief instruction, as well as support materials. While studying life in colonial America, for example, the ESL teacher might share with the student a text on Colonial America written for a lower level reader or written in the form of historical fiction with an easy to follow story line thus helping to develop the ELLs prior knowledge fund. The ESL teacher will usually follow up on such materials more in depth during a Pull-Out class.

While engaged in Pull-Out instruction, ELLs are also engaged in the same curriculum as their peers, but the ESL teacher will focus primarily on language arts (i.e. vocabulary building, language usage, phonics, writing and reading skills) and also on areas of a lesson where the ELL student needs special help,. Vocabulary might entail the review of words that the regular content area teacher might take for granted. It might even entail the teaching of *Survival English* vocabulary, i.e. teaching ELLs (usually who are new to the program) words that their homeroom teacher uses to give directions (e.g. “Take out your 4 square graphic organizer”, “Use transition words” or “Open your math books”...)

The Workshop model of instruction is usually followed during Pull-Out instruction. The ESL teacher gives a mini-lesson approximately 10 to 12 minutes. He usually starts the lesson by relating it to something previously taught either in the regular classroom or in the previous Pull-Out session. He then demonstrates or models what the student is expected to do (master). The student(s) then attempt to do the activity along with the teacher and finally, students are given work to do independently.

For example, after noticing that several vocabulary words in a social studies lesson used three very common prefixes, the ESL teacher decided to do a lesson on identifying prefixes as a way to accelerate vocabulary building. The teacher began the mini lesson by sharing his observation about the words used in the social studies text. He explained the meaning of “prefix” and the meaning of “root word”. He then showed how this knowledge applied to the words used in the previous lesson. He engaged ELLs in trying to infer the meaning of four new words containing the same prefixes while also modeling his thinking process to arrive at the meaning of each prefix and how it alters the meaning of the root word. Next the teacher invited ELLs to work independently to infer meaning of new words.

The New York State Standards for English Language Arts and the State Standards for English as a Second Language along with their key indicators of performance serve as the basis for our ESL instruction.

The small group Pull-Out classes benefit the ELLs not only in terms of language acquisition skills, but socially, as well, by providing an opportunity for the ELL to interact and learn from other LEP students. The sense of camaraderie and support that often results increases the sense of belonging of ELLs as well as their motivation to learn.

Of course, the ESL teacher works closely with content area teachers in delivering service. Each teacher understands and values the role of the other and work together for the benefit of ELLs. By conferring with the content area teacher, the ESL teacher pinpoints with greater accuracy the needs of

the ELLs in that class and can develop appropriate strategies to meet those needs. From the ESL teacher, content area teachers gain greater insight into the special needs of ELLs, as well the possible influences of culture on learning.

PS 106 is known as a Core Knowledge School. We chose this particular model and methodology because of its stated premise and purpose. Very often students from poor communities like ours have gaps in their academic formation. In other words They may lack certain basic areas of knowledge and/or specific skills that students in more affluent communities would not be lacking. Students in more affluent communities are not only exposed to richer academic experiences in school, but their economic status allows them have richer cultural and learning experiences at home in their communities.

The purpose of a core knowledge curriculum is to make sure that these ‘gaps’ are filled in. The curriculum has identified all the different bodies of knowledge that are required for a well rounded education in all disciplines and this knowledge is then taught in a cyclical format, each year of instruction building on the previous year. Included in this curriculum, as stated above are materials and chapters that are tailored for ELLs.

Ells who are classified as “Beginner” or “Intermediate” receive no less than four 45 minute sessions of ESL instruction per week. “Advanced” Ells receive 2 to 3 sessions (45 minutes / session) of ESL instruction per week. Mr. Lazarus, our ESL teacher is responsible for all ESL instruction. Mr. Lazarus works in conjunction with ELLs respective homeroom teachers in providing content based instruction.

A sample schedule for a *Beginner* in kindergarten (see K-B), appears below (PI = Push-In, PO= Pull-Out):

	1	2	3	4	5	6	7
	8:30	9:25	10:20	11:15	12:10	1:05	2:00
Mon	K-B (PO)						
Tue	K-B (PI)						
Wed							
Thu	K-B (PO)						
Fri	K-B (PI)						

What follows are excerpts from a Phonics lesson for 1st grade ELLs with evidence of differentiation.

The objective of the lesson was to identify/distinguish the /y/, /e/ and /I/ sounds of the letter Y. The aim on the board stated: What sounds does the letter Y make?

Motivation: Ask students, “Why is the letter Y called a ‘Tricky, Little Guy’?”

(Answer: Because it makes three different sounds depending on its use)

I then introduced a rap about the letter Y. I paired students according to their strengths

Strong reader with weaker reader and wrote the words to rap on board:

“Y, oh Y, you’re a tricky, little guy. You can sound like /y/ or /e/ or /I/.”

Prior to having class read words, I explained the meaning of brackets (make the long sound of the letter within brackets. Pairs then practiced decoding and reading lyrics.

I then ‘sang’ the rap (modeled) and had students join me. I then handed out three worksheets that were labeled B (for beginner), I (for intermediate) and A (for advanced), and distributed them accordingly. Beginner level students had to circle (identify) words in a word box that begin with y and copy these words in a separate box at the bottom of the worksheet. Intermediate students had to look over a word box with words that end with Y and circle the words wherein Y made a /I/ sound (i.e. by, my, try) rather than a /e/ sound as in words like *happy, city*). Advanced students were given a worksheet with sentences each containing one y word. Next to each sentence the three sounds of Y appeared in brackets (i.e. /y/ /e/ /I/) these students had to circle the y word in each sentence and also circle the sound that corresponded with the word. For example, in *the car is yellow*. The student would circle *yellow* also circle /y/.

Plan for S.I.F.E

Students with Interrupted Formal Education have the greatest need for effective and innovative ESL services. These are students whose formal education was interrupted for a significant period of time. Interruption may have occurred while the student was being educated in his/her native language, or it may be a gap in formal education in the second language (English). These gaps pose a formidable challenge for any program. They are also a source of stress and worry for many a SIFE student. SIFEs in high school have the highest dropout rate among ELLs.

Here are some of the measures that we propose to meet the needs of SIFE Students who may enroll here at PS 106 (currently there are no SIFE students in our school).

Have ongoing discussions at Staff meetings to explore ideas on how to make PS 106 especially welcoming to SIFEs. Teachers at PS 106 already use a buddy system for new ELLs pairing them with advanced or proficient ELLs who speak the newcomer’s first language. This approach will also be used with SIFEs. Make SIFE ‘awareness’ and ongoing part of staff development by reviewing materials that explain special needs of the SIFE student, as well as effective strategies that can be implemented. Does ongoing research on materials (software, textbooks in first language, assessment tools) that would be useful in working with SIFEs For example, identify companies that publish bilingual textbooks in different languages. Continue to develop small library of bilingual books in Spanish. (Given our population, the most likely scenario is that SIFEs who apply to our school will be coming from a Spanish speaking country). We can add to our library textbooks in Spanish at different grade levels. Our ESL teacher, Mr. Lazarus, is also bilingual can work with Spanish speaking SIFEs’ in Spanish to bridge gaps in education in the student’s first language. Create a database of nearby schools (identifying key contact persons) that have dual language and transitional programs that may already have special classes for SIFEs and/or provide instruction in the SIFE’s first language.

SIFEs enrolling into 106’s ESL program will be assessed by during the first two weeks of admission to identify gaps and special needs. The ESL teacher will spend a minimum of one period per day with the SIFE student. The SIFE’s homeroom teacher will have special language learning software from the SIFE library (see above) for the SIFE to use. The ESL teacher will also provide other materials for the homeroom teacher to use in working with SIFE when the ESL teacher is not present. Initially, the ESL teacher will meet informally with SIFE’s homeroom teacher at least twice per week. Ongoing conferencing with parents of SIFEs will also be increased.

Plan for ELLs in School less than 3 years/Newcomers

We will continue to explore and implement new ways to create an ELL-Friendly environment both in and outside of the classroom. One of the ways we will do this is to devote more of our professional development time (and in more informal get together i.e. ‘lunch and learn’) to learn about the needs of ELLs and the kinds of practices that will make our school environment more ELL-Friendly. For example, in learning about the “Stages of Second Language Development”, teachers will come to understand that it is perfectly normal for an ELL in the preproduction stage of language development to go through a silent, non-speaking stage, thus the importance of implementing teaching strategies that allow ELLs to use gestures or movement to show comprehension, or to have choral rather than individual read-aloud. Of course, we will continue to broaden and build on our teachers’ expertise in the use of differentiated instruction especially as it pertains to ELLs.

During these sessions, teachers will also share their impressions on how they feel ‘newcomers’ are adjusting and also exchange ideas on how to be more supportive. Content area teachers have been instrumental in facilitating relationship building between ELLs and their peers. These efforts will be affirmed and highlighted in more formal ways to inspire others to the same and to continue the practice.

We will also explore ways of increasing the involvement of parents of Ells who are new to our school. Although language, and at times cultural differences) tend to inhibit some parents, we are looking at ways to encourage involvement that would not require a lot of verbal communication. We will also look into procuring more materials (pamphlets, brochures with subjects of interest) in the language spoken by our Ells’ parents. Where possible, we will also try to facilitate relationship building (‘buddy system’) between the new parent and parent from the same country who is more experienced and also bilingual.

The ESL Teacher along with the guidance counselor and parent coordinator will confer on a more regular basis to assess needs and progress of newcomers, and to schedule special events for ELLs i.e. welcome luncheon, ELLs club (support group), promoting cultural sensitivity in the school.

Plan for Ells in School 4-5 years

ELLs who have been receiving ESL services at our school for 4-5 years are usually well adjusted to academic life and able to perform at or above grade level. Nevertheless, they need to be closely monitored. Some of our ELLs continue to need special help to attain full mastery. For example, writing is often the last area where complete mastery is achieved. To this end, the school will attempt to procure assessment tools especially geared for ELLs that will enable us to pinpoint more accurately areas of need, and also help to develop appropriate action plans.

Content area teachers will expand their usage of ELL related resources and materials that are provided during professional development, as well as strategies specifically designed for ELLs that are suggested in our Teacher’s editions.

Experienced ELLs are a great resource and have a lot to offer newcomers to our school. Even though, they have been tapped in the past to help newcomers, a more concentrated effort will be made to have ELLs partner with newcomers to share their hard earned wisdom and knowledge.

Plan for ELL Special Needs

Currently, we have four ELLs with special needs. These ELLs do receive the needed services (i.e. speech therapy, counseling). Our content area teachers and ESL teacher have considerable experience in recognizing students that may have special needs (learning differences, speech development, etc.) Continued efforts will be made to provide more training and resources in this area to further improve these skills in our teachers. The current protocol will continue to be used in identifying special needs students. ESL teacher (after consultation with home room teacher) will approach school social worker to discuss observations regarding a possible candidate for special services. Social work staff will conduct their own

observation of ELL and recommend contacting parents if their own observations concur with teachers. ESL teacher invites parent to a meeting with social work staff, wherein these observations are shared and recommendation is made for an evaluation. If parent is agreeable, then a formal evaluation is scheduled with services to follow when the evaluation concludes.

Services of the *Translation and Interpretation Unit* of the Department Education will be fully utilized as needed whether to provide oral interpretation during meetings will parents and/or to make recommendations regarding further language resources and materials.

Intervention Programs for ELLs (AIS)

Our plan for academic intervention for ELLs will continue in its current format. The ESL teacher provides sheltered instruction to all ELLs. For ELLs who are experiencing special difficulties, Mr. Lazarus provides one on one assessment and tutoring to target specific areas of need. To more effectively address areas where ELLs are struggling, Mr. Lazarus will often co-teach with the content area teacher providing the scaffolding necessary to address difficult subject matter. Content area teachers will continue to receive professional development in differentiated instruction.

Transitional Student Support Plan

Currently, we have 5 ELLs in transition. These are students who scored “proficient” on the NYSESLAT within the past two years. Having scored “proficient” they no longer require mandated ESL services. However, ongoing support is offered as needed. The ESL teacher confers on a monthly basis with the homeroom teacher of these former ELLs to discuss their progress and to address any areas where continued help might be advisable. In a more informal fashion, the ESL teacher routinely visits these students to observe their work in the classroom and to discuss student’s personal view of their progress. In addition, the ESL teacher maintains an ‘open door’ policy with former ELLs. They know that they can request to see the ESL teacher at any time for additional help (sheltered instruction) or for support in adjusting to their new status as former ELLs.

Future Plans for ELL Programs

The current ESL program model (Pull-Out / Push-In) with one teacher is more than adequate to meet our current needs. Should the ELL population increase dramatically in the near future, serious consideration will be given to expanding staff (hiring new teachers) and even introducing new services. Such considerations may not be that far off however, Far Rockaway is a growing community. New housing developments are springing up at a rapid pace. These developments are occurring fairly close to the school and will continue to do so in the years to come. Immigrants from the Middle East (especially), Latin America and Asia continue to move into the area at a steady rate.

Equal Access to all Programs

ELLs have equal access to all programs and support services offered here at PS 106. And they are well represented in most of them. We have ELLs taking part in after school programs that offer extracurricular subjects like learning to play an instrument (i.e. keyboards and drums), dance, sewing and martial arts, etc. ELLs also take part in our extended day classes, which provide remedial help. We have ELLs receiving speech therapy and occupational therapy, as well as counseling.

We also provide information to the parents of our ELLs about upcoming events at our school, about community resources (i.e. adult education classes), and special events.

Ms. Frazier, our parent coordinator and Mr. Lazarus, our ESL teacher will continue to explore new ways to make our communication with ELLs and their parents even more effective, in order to insure even greater participation and continued equal access to programs.

Instructional Materials

Most of the instructional materials that we currently use (i.e. Core Knowledge and Houghton Mifflin texts) provide materials and instructions for differentiated instruction and for use with ELLs. In addition, the ESL teacher keeps a library of supplementary ESL related materials (workbooks, textbooks, bilingual stories, etc; as well as books and materials on ESL teaching methodology and best practices).

For the future, we hope to purchase ESL related software (like Rosetta stone and Cornerstone0 that students can use both in the classroom and at home.

Native Language Support

Native Language support will continue to be provided in the form of native language and bilingual brochures, pamphlets, workshop videos (for parents), bilingual stories and texts for students. Special effort will be made to secure bilingual stories and texts in French Creole and Middle Eastern dialects (i.e. Pashto, Farsi).

We will continue to utilize the services of the Transportation and Interpretation Unit (DOE) as needed. Likewise, we will continue to recommend the services of agencies like Dial-a-Teacher to our parents.

We will also attempt to recruit parents (especially from Arab countries) who can serve as volunteer translators and interpreters for other parents and who might assist us with outreach.

ELL Program Success

Our ESL Program has been an effective bridge in helping ELLs to master the language and gradually attain grade level performance with their peers. ELLs that have been in the program for two plus years have been promoted all been promoted along with their peers and are able to hold their own. Some of our former ELLs have been so successful that they are now at the top of their class. We have also had our share of dramatic success stories that attest to our program's effectiveness. In the past three years, we had two students that entered our school as very low beginners. Both students (females) had recently emigrated from South America. The first entered our school as a first grade student. The second entered our school as a fourth grader. PS 106 was their first exposure to the English language. In both cases, these students went from *low beginners* (unable to listen, speak, read or write in English) to *intermediate* level ELLs (within the first year of their arrival!). By their second year, both students were fully integrated into their classes and functioning at grade level in most subjects (and approaching grade level in writing). Upon reaching third grade, the first student was at the top of her class and had tested proficient on the NYSESLAT. The fourth grader was promoted to fifth grade and is performing well.

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: 24 LEP ~NA~ Non-LEP

Number of Teachers 1 ESL Other Staff (Specify) _____

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.

P.S. 106Q offers a free standing ESL Program that provides instruction in English. The instruction is provided by a NYS certified ESL teacher Mr. Carlos Lazarus. Mr. Lazarus provides instruction to 24 Limited English Proficient students on a weekly basis. LEP's receive instruction in their classrooms (push-in) from Mr. Lazarus. During this current school year, Mr. Lazarus works with students from grades K-5. Most students are seen individually. However, some students (who are on the same grade level) are seen in pairs or in a small group. Mr. Lazarus provides differentiated instruction (scaffolding), tutoring in reading and writing strategies, phonics and decoding, as well as support in math instruction. In addition to standard assessments like the Lab-r, NYSESLAT, Interim Test Scores and class work and performance, Mr. Lazarus conducts his own assessments of LEP students in reading, writing and communication; in order to pinpoint specific needs and deficiencies. He then tailors his intervention to meet the needs of the children by teaching appropriate strategies.

The results of these assessments and choice of strategies are shared with the LEP's classroom teacher, in an on-going format. Progress is monitored and strategies are re-evaluated and changed as needed. The ESL and classroom teachers also monitor and conference about the LEP's motivation, confidence, and relationship with peers, to better address the holistic needs of the students. ESL students are entitled to receive services for five years. However, if the student achieves a score of "proficient" on the yearly NYSESLAT test, they are removed from the program and enrolled as "regular students" for the upcoming school year. Should the student score below proficient on the NYSESLAT, they are entitled to continue receiving ESL services.

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.

Section III. Title III Budget

School: P.S.106Q BEDS Code: 342700010106

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	\$17,960.40	360 hours of per session for ESL and General Ed teacher to support ELL Students: 360 hours x \$49.89 (current teacher per session rate with fringe) = \$17,960.40
Purchased services - High quality staff and curriculum development contracts.	\$6,165.05	Consultant, from the Department of Education Leadership Academy, Cynthia Hunter will be working with teachers and administrators 2 days a week on development of curriculum enhancements) = 180 days
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		<ul style="list-style-type: none"> • Leveled Books • Non-Fictional Books • Fictional Books DVD Recorders
Educational Software (Object Code 199)	\$2,000.00	<ul style="list-style-type: none"> • Rosetta Stone language development software packages for after school program • Wireless Generation Comprehension Reading program for Skill Development.
Travel	N/A	
Other	N/A	
TOTAL	\$33,720.45	

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.

Each September, PS106Q conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. The data is then compiled and lets us know which students should receive translated documents. Documents are then translated into corresponding languages.

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.

The PS106Q school community found that written translations and oral interpretations were necessary to communicate to parents. Spanish is the language used the most in order to communicate with parents. The school community is notified of this via written communication. The staff and Parent Association were notified that if they would like interpretive or written documents to be translated that they should submit a request to the ESL teacher. Outside Translation and interpretation Unit for other language: 45-18 Court Square, Fl.2 Long Island City, NY 11101 Phone No. (718) 752-7373.

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.

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half-day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission

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.

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.

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>.

(See Title I School Parental Involvement Policy and School Parent Compact)

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$42,000	\$46,000	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,773.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,865.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 60%
6. If the percentage of high quality teachers during 2008-2009 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 & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

~See Below~

APPENDIX 4: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

NCLB requirement for all Title I schools

Parent Involvement Policy

P.S. 106Q

Families, staff and community will collaboratively nurture the intellectual and emotional growth of all P.S. 106 children. Together, we will continue to achieve and maintain high standards by encouraging students to envision and reach their goals. Through caring about themselves, each other and their neighborhoods, our students will grow to be self reliant, committed citizens of the 21st century.

P.S. 106Q is committed to developing and implementing a parent involvement policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S. 106Q 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 providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, 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 definition 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 Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 106Q** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. **An annual meeting will be held by November 30 of each year in order to adopt this policy.**
2. **P.S. 106Q** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **P.S. 106Q** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: *Dibels, Reading 3D for grades K-5*,

Core Knowledge Education in all content areas, Balance Literacy/Teacher Center grades K-5, and Harcourt Math (HSP)grades K-5 through the following activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to attend workshops, events and activities coordinated by our Parent Coordinator. The workshops will provide helpful information on learning activities parents can provide at home with their child such as (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
- The Parent Coordinator and other school staff will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PA/Title I meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator and PA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by June 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Our school will make every effort to provide English as a Second Language (ESL) and Computer workshops for parents at a convenient time.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

School Visitations

Parents with children attending **P.S. 106Q** are encouraged to visit their child's school as often as possible. Parents will have reasonable access to staff, opportunities to volunteer, and observation for instructional walkthrough and classroom activities. Parents may contact their school's parent coordinator to arrange an appointment. Parents can also visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent Teacher conferences (fall and spring)
- PA and SLT meetings (monthly)
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school

Professional Development:

P.S. 106Q and CSD 27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the Office for Family Engagement & Advocacy, District Family Advocates, Parent Coordinators and other qualified staff. Parent workshops will focus on basic educational and social concerns, health care, financial planning, adult literacy, etc.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I/PA Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PA President member attend each conference.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters by the region.

ELL Professional Development: Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Project Funding

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents of Title I participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities detailed in the district or school's Comprehensive Education Plan. Parents of Title I participating children must be consulted regarding Title I expenditures. Such consultation must take place before any expenditure are made, be ongoing, and continue throughout the fiscal year. Expenditures should be reasonable and be made in accordance with the New York City Department of Education policies and procedures as detailed in the Department's *Standard Operating Procedures Manual*.

P.S. 106Q will set-aside a minimum of 1% of the project funds for the usage of parent involvement activities and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA and SLT for the best involvement and outreach of parents in the school community.

P.S. 106Q will set-aside **\$ -0-** to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities. Parental involvement funding may be used but not limited to: postage, transportation, refreshments, parent incentives, childcare, books and materials, consultants, technology equipment and software, etc.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of **P.S. 106Q** Title I Parent Involvement Policy, it will be necessary for the PAC and or PA to support and uphold the contents of this policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title I Parent Advisory Council must be a parent of a child attending **P.S. 106Q** and elected by parent membership.

Election/Voting Procedures

Members of the PA/Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of 4 parent members must be present to conduct official business of the PA.
- f. Only parents with children attending **P.S. 106Q** can vote.
- g. Absentee ballots/nominations or voting by proxy is not permitted.

- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA meeting.

Duties of PAC Officers

~ NA~

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as impress forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Joy Bunch -PA President. This policy was adopted by the P.S. 106Q on September 1, 2009 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA, and the school's parent coordinator and administration.

Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

P.S. 106Q
180 Beach 35th Street
Far-Rockaway, NY 11691
(Phone) 718-327-5828 (Fax) 718- 327-5956
2009-2010

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. 106Q will:	The Parent/Guardian will:
<p>P.S. 106Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.</p> <p>P.S. 106Q will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <i>Instructional program assignments are equal to school staff subjects.</i> <i>Instructional program is aligned with mandated standards.</i> <i>Teachers often use a variety of instructional approaches that are appropriate to the learning styles and abilities of the students.</i> • Hold parent-teacher conferences <i>(Twice a year in elementary schools)</i> during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held: 	<p>Describe the ways in which parents will support their children’s learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time. • Monitoring attendance. • Making sure that homework is completed. • Monitoring amount of television my children watch. • Volunteering in my child’s classroom. • Participating as appropriate, in decisions relating to my children’s education. • Promoting positive use of my child’s extracurricular time. • Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Thursday, November 20, 2009
(*afternoon and evening*)
Thursday, March 19, 2010
(*afternoon and evening*)

- Provide parents with frequent reports on their children's progress.

During Parent Teacher Conferences and scheduled parent meetings

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

Parent Coordinator will schedule meeting time with parents and teachers.

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

Parents may sign up for Learning Leaders Series Workshop throughout the school year.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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

Describe the ways in which students will support their academic achievement, such as:

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

<p>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.</p> <p>PRINCIPAL _____ PA PRESIDENT _____</p>	<p>_____</p> <p>STUDENT</p>
<p>_____ DATE</p>	<p>_____ DATE</p>
<p>(Please note that signatures are not required)</p> <ul style="list-style-type: none"> Provide information to parents of participating students in an understandable and uniform format, including alternative 	
<p>Explanation – School Parent Involvement Policy: 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, including the required Title I Annual Parent Meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.</p> <ul style="list-style-type: none"> 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 of 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school. 	
<p>Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.</p> <p>P.S. 106 agrees to implement the following statutory requirements:</p>	
<p>_____ weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I, Part A of the Elementary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.</p> <ul style="list-style-type: none"> 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 providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, 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 definition 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—

1. 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.
2. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

P.S. 106-Q will:

3. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
4. Hold 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: [Describe when the parent-teacher conferences will be held.]
5. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
6. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
7. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
8. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
9. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. **P.S. 106-Q will** take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play.)

17. **P.S. 106-Q will** build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 18. **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –**
 19. The State's academic content standards
 20. The State's student academic achievement standards

21. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
22. Monthly grade specific parent/caregiver meetings conducted by teachers and assistant principals
23. Presentation at PTA meetings by principal and assistant principals regarding assessments and alternative assessments
24. Parent/caregiver workshops for students with special needs and ELL students in assessments, IEPs, academic standards
- 25. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement in the following ways:**
26. Family literacy nights
27. Parent/child art club and dance workshops
28. Literacy and math workshops
29. Parent/child math club
30. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 31. Meeting with PTA executive board
 32. Continuing Family room
 33. Continuing parent workshops coordinated by parent coordinator
- 34. Parent Responsibilities**
35. We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:
 36. Monitoring attendance.
 37. Making sure that homework is completed.
 38. Monitoring amount of television their children watch.
 39. Volunteering in my child's classroom.
 40. Participating, as appropriate, in decisions relating to my children's education.
 41. Promoting positive use of my child's extracurricular time.
 42. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 43. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

Teachers are well versed in the state standards and are expected to implement them within their lessons. Teachers have a common planning time in which to plan Core Knowledge instructional units, understanding that students must be able to meet standards in each respective curricular area at their grade level. Teachers are responsible for using the content based scope and sequence for science and social studies to drive instruction. At P.S. 106Q, we have successfully aligned state standards to the core knowledge curriculum, which led to an increase in overall percentage of students scoring at proficiency and above in English language arts.

P.S. 106-Q uses a variety of methods to review the school's program and student achievement such as test scores, student and staff attendance rates. Parent and staff interviews are used to review the school's curriculum, climate, character and community. The following documents are examined:

1. DIBELS
 2. State and City assessments
 3. Annual School Report Card
 4. Acuity
 5. ARIS
 6. Student portfolios
 7. Teacher developed assessment tests
 8. GROW and Princeton Review reports
 9. PA meeting minutes and attendance
 10. Student report cards
 11. Attendance of parent-teacher conferences
 12. Interim test reports
 13. Attendance reports
 14. Referrals
 15. Promotion in doubt letters
 16. Occurrence and suspension records
 17. Creation of Grade K-5 Curriculum Outline in Art, Science, Social Studies, Music, and Physical Education.
2. School-wide reform strategies that:
- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
- Are consistent with and are designed to implement State and local improvement, if any.

The first priority of P.S.106-Q Learning Community is the formation of a content-rich instructional program that is based on the development of an effective, connected curriculum featuring best teaching practices. This curriculum serves all students, including students in special education classes and ELL students. The following initiatives provide opportunities for all of our students to meet the State's proficient and advanced levels of student academic achievement:

Reduced Class Size

School funds support reduced class sizes in the early childhood grades reduced class size (average of 20) continues to be implemented in grades K-3.

English Language Arts

The reading program for students in grades K-5, including special education and ELL students, centers on 120-minutes of literacy instruction. The 120 minutes consists of a 90-minute uninterrupted Balanced Literacy block and an additional 30 minutes programmed for each class in grades K –5 each day. Activities during the 90-minute uninterrupted literacy block include reading workshop and writing workshop, a teacher read aloud, whole class directed lesson and introduction of a skill or concept (modeled writing, poetry, letter writing, expository writing), a directed reading lesson, learning center activities (response to literature, graphic organizers, creative writing, research, writing on computer, journal writing, storyboarding). An additional 30 minutes focuses on listening/writing activities and reading/writing activities taught through the Writing Process and 4 Square Writing.

Early Childhood Literacy

Cluster positions were dedicated to serving Kindergarten, 1st, 2nd and 3rd grade classes (general education and special education) and the full day Pre-K class. The cluster teacher is an integral part of the grade. Team planning is encouraged. Lessons focus on connecting listening/writing, reading/writing, writing mechanics/grammar to the content areas.

Math Literacy

In grades K-5, Math Steps and a pacing and alignment calendar supplemented the Everyday Mathematics instructional workshop model. The K-5 75-minute math block consisted of the problem of the day, math message, warm up activities, teaching lesson, ongoing learning and practice and/or math journal writing, extra practice / enrichment / minute math, and/or games/skills/practice/test-prep. The Math Block followed the workshop model: explore, a mini-lesson (investigate, problem set A, think/discuss, problem set B), share/summarize, and/or on your own, connect/extend, and homework/skills practice/test prep.

○

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers are appropriately certified. Where they are not, we are monitoring their progress through Principal counseling, support administrator and mentoring and Teacher Center technical assistance.

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.

P.S. 106Q places very high importance in teacher development and growth. In response to various inputs, the school has provided professional development geared to a myriad of needs and abilities. We facilitate workshops on Core Knowledge, Differentiated Instruction, ARIS, ACUITY, and Periodic Assessment. Social Studies Learning Standards and Performance Indicators, Science Standards, Collaborative Team Teaching Workshops, IEP Workshops, as well as any needs identified from teacher surveys. We aim to encourage teachers to comfortably access instructional resources with confidence and ease. These professional development opportunities have led to improved academic outcomes for struggling students. Through the implementation of sub-inquiry teams, teachers have used short term assessment results as the basis for improvement in student outcomes at the class level. The 100 minutes bi-monthly extended day professional development through the UFT contract allows the school's professional development committee to target the assessed pedagogical needs of the staff with differentiated high quality professional development.

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

The Principal in collaboration with the Regional Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

The Parent Coordinator in collaboration with the Core Knowledge Facilitator, the AIS Team and Assistant Principal will conduct literacy workshops for parents. P.S. 106Q will provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children, with information and school reports in an understandable and uniform format, and including alternative formats upon request in a language parents understand. In addition, P.S. 106Q will provide materials and training to help parents work with their children to improve their child's academic achievement. These opportunities for parent involvement will consist of family literacy nights, and literacy and math workshops.

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.

We plan to assimilate preschool children from early childhood programs to elementary school through the use of parent workshops in which we will welcome both parents and students to the school. We plan to provide literature detailing the Core Knowledge Curriculum and E.D. Hirsch's Grader Series, to allow parents to follow along with the school curriculum. We have a parent coordinator who is here full-time to further assist families of new students when needed.

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.

The P.S. 106-Q School Report Card is distributed to each staff member on the Instructional Learning Teams. Item skills analyses for reading and math are used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Teachers also receive and analyze the results of these assessments. The literacy and math coaches meet with ILTs to determine areas of weakness and strategies to develop success. Teachers are proficient in retrieving and analyzing data in ARIS, ACUITY, DIBELS and other city and state assessments. Teachers assess students in most content areas and monitor intervention services and sub-inquiry groups in each class-grade-wide progress on a monthly basis. Teachers utilize individually assigned laptops and/or palm pilots to access data for student instruction and achievement. The administration examines individual student subgroup and grade level data. This has led to decisions that serve to revise student learning plans as well as student groupings and intervention. These plans may include development of thematic units, unit assessments, after-school intervention services, and sub-inquiry groups in each class-grade-wide progress on a monthly basis. Teachers utilize individually assigned laptops and/or palm pilots to access data for student instructions and achievement. The administration, conducts regular grade conferences to examine individual student subgroup and grade level data. This has led to decisions that serve to revise student learning plans as well as student groupings and interventions.

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.

Other activities to ensure student success in mastering the proficient or advanced levels of academic achievement are:

- Reduced class sizes
- Administrator supervised grade meetings with sub-inquiry groups
- AIS services in literacy, social studies and math for identified students
- Push in /pull out programs in literacy and math
- ARIS training
- ACUITY training
- Alternate Assessment Training

Action Plans have been implemented and executed in grades K-5 to ensure that students, who are having difficulty meeting the standards for achievement, are promptly identified and serviced. The action plans were devised for engaging in systematic, continuous improvement of staff teaching practices. We want to identify and address the needs of our students and intercept any problems that may negatively impact our student's achievement. Our goal is to avoid slippage of students who are currently at-risk of not meeting benchmarks across the curricular subject areas. Action plans are reviewed and revised collaboratively on a monthly basis on each grade level. Each teacher across the grade levels has created sub-inquiry groups which target at-risk students. SMART goals are created for each grade level.

- After School test Preparation for State Tests (Math, Social Studies, and ELA)
- 37.5 minutes of Extended Day Instructional Support

•PIP (Personal Intervention Plans) for at-risk students

- 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.

P.S. 106-Q's Parent Coordinator will support the follow services and programs:

- GED Program Referrals
- Nutrition Program
- Violence Prevention
- Conflict Resolution
- Life Skill Workshops
- Parenting Workshops
- ARIS Workshops

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 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	Amount Contributed to Schoolwide Pool	Check (✓) in the left margin to verify that the school has met the intent and purposes ² of each
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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.

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.

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated number references program activity has this plan.	Check (P)	Page
		Yes	No	N/A				
Title I, Part A (Basic)	Federal							
Title I, Part A (ARRA)	Federal							
Title II, Part A	Federal							
Title III, Part A	Federal							
Title IV	Federal							
IDEA	Federal		√					
Tax Levy	Local	√						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A – P.S.106Q is not a targeted assistance school.

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. N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning. N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic N/A 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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program; N/A
5. Provide instruction by highly qualified teachers; N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; N/A
7. Provide strategies to increase parental involvement; and N/A
8. Coordinate and integrate Federal, State and local services and programs. N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

N/A – P.S.106Q is neither a SURR school, nor is it a Corrective Action School.

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school years, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

N/A – P.S.106 Q is not a SURR school.

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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 seven students in temporary housing at P.S.106Q as of 2009-2010 school years.

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

At P.S. 106Q, we plan to maintain and continue the home school connection by initiating outreach where necessary. We want to ensure that our students are given access to a quality, sound education, and that P.S.106Q is a safe haven and a place of both comfort and rigorous instruction for our students. The attendance teacher, pupil personnel secretary, and SBST personnel will ensure that we support the students and their parents as needed.

Part B: FOR NON-TITLE I SCHOOLS (N/A)

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 106					
District:	27	DBN:	27Q106	School		342700010106

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	16		92.0	93.1	91.3
Kindergarten	52	47	44				
Grade 1	64	70	42				
Grade 2	58	62	58				
Grade 3	61	59	69				
Grade 4	77	60	54				
Grade 5	54	77	65				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	3	4	4				
Total	387	397	352				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.6	87.4	93.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	78.9	91.1	93.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	17	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	34	30	Principal Suspensions	10	13	11
# in Collaborative Team Teaching (CTT) Classes	14	14	19	Superintendent Suspensions	21	14	17
Number all others	6	11	11				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	36	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	4
# receiving ESL services only	10	13	TBD	Number of Educational Paraprofessionals	3	3	7
# ELLs with IEPs	1	5	TBD				

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	100.0	97.2	96.5
				% more than 2 years teaching in this school	56.8	69.4	87.5
				% more than 5 years teaching anywhere	54.1	58.3	78.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	86.0	87.5
American Indian or Alaska Native	1.0	1.0	0.3	% core classes taught by "highly qualified" teachers	95.7	88.1	67.7
Black or African American	75.7	74.1	73.6				
Hispanic or Latino	14.7	16.6	17.0				
Asian or Native Hawaiian/Other Pacific	4.4	4.3	4.5				
White	3.4	2.8	4.5				
Male	49.1	50.4	54.0				
Female	50.9	49.6	46.0				

2009-10 TITLE I STATUS

v	Title I						
	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:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial		-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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 Children First	District 27	School Number 106	School Name PS 106Q
Principal Marcella Sills		Assistant Principal Tonya West	
Coach Wendy Boyd		Coach n/a	
Teacher/Subject Area Mr. Carlos Lazarus / ESL		Guidance Counselor Amy Larson	
Teacher/Subject Area n/a		Parent n/a	
Teacher/Subject Area n/a		Parent Coordinator Paula Frazier	
Related Service Provider n/a		Other n/a	
Network Leader Martha Rodriguez- Torres		Other n/a	

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	1	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	354	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	6.78%
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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.

LL Identification Process

During the course of enrollment, all parents are required to fill out the Home Language Identification Survey (HLIS) to determine if the home language is a language other than English, or if the student's first language is other than English (which could indicate that the student may be limited English proficient). The admission's secretary at our school is responsible for having parents fill out the HLIS form. The ESL teacher (certified) will then review the HLIS forms for all new enrollees. This review is conducted at the beginning of the school year to identify students who might be eligible for services (HLIS forms are also reviewed on an ongoing basis whenever a new student is admitted to the school). Mr. Lazarus, the ESL teacher, also confers with individual classroom teachers to get their feedback on all possible candidates being considered for services. Teachers will also recommend for consideration any student(s) who they feel might be eligible, even if, the parent has not indicated the existence of a second language on the HLIS form. Mr. Lazarus then conducts an informal interview with these students to informally assess level of the student's proficiency in L2, and to set an appointment for administering the Language Assessment Battery – Revised (LAB-R).

Students who score below proficient on the LAB-R are deemed eligible for ESL services. The parents of students deemed eligible will then meet with the ESL teacher to learn about their options for services. Parents will view the DOE Parents Orientation video in their native language and also in English explaining their options: Transitional Bilingual programs, Dual Language programs or ESL program. The ESL teacher explains which program PS 106 currently offers, i.e. ESL Program. Parents are also told which schools in the area offer Dual Language, and Transitional Bilingual Education.

Our experience here at PS 106 is that parents have always opted to have their child remain at PS 106 and receive the ESL services offered here. However, should a parent opt for a different program, like dual language, the ESL teacher will not only provide the necessary information, but will also make the initial contact with the school offering the service and make the necessary arrangements with the ESL staff at that school to meet with parents in order to facilitate the transition.

The primary reason parents tend to prefer the ESL service that we offer here at PS 106 is that they feel that their child has a better chance of learning English faster being immersed in an English speaking environment (with the support of an ESL teacher).

Transitional and dual language programs tend to be seen by our parents as a slower process of language acquisition and academic advancement. Even though one can easily argue that this is not necessarily the case, parents tend to come in with this assumption.

Perhaps another factor influencing parents' decision is the appeal of a small school and the sense our sense of community. Parents tend to feel very comfortable here and respond positively to our staff's efforts to make them feel welcomed.

Given the popularity and success of our model, as well as the limited size and needs of our ELL's population, plans for the introduction of additional models like the dual language model are not deemed necessary at this time.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	4	5	2	0	8								21
Total	2	4	5	2	0	8	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	7	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	21
Total	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	21

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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	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:	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	3	5	7	1	0	4								20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						3								3
Haitian				1		1								2
French														0
Korean														0
Punjabi														0
Polish				1										1
Albanian														0
Other														0
TOTAL	3	5	7	3	0	8	0	26						

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.

Ours is an ESL Push-In / Pull-Out program which means that our ESL teacher works one on one or in pairs and small groups (depending on the number of ELLs in a class and the individual needs of students). ESL instruction is delivered in the classroom for a full 50 minute period. When pull out instruction occurs, students are removed from classrooms and taught in a separate room again for the full 50 minute period.

While engaged in Push-In instruction, ELLs are engaged in the same curriculum as their classmates at the same time while receiving support from the ESL teacher primarily through scaffolding and differentiating instruction (building vocabulary, clarifying concepts, using special graphic organizers, using ELL related materials provided by our Core Knowledge curriculum and texts).

While engaged in Push-In instruction, students also interact with their content area teachers and English-speaking peers. During Push-In

instruction, the ESL teacher will target areas of specific need of the ELL and provide brief instruction, as well as support materials. While studying life in colonial America, for example, the ESL teacher might share with the student a text on Colonial America written for a lower level reader or written in the form of historical fiction with an easy to follow story line thus helping to develop the ELL's prior knowledge fund. The ESL teacher will usually follow up on such materials more in depth during a Pull-Out class.

While engaged in Pull-Out instruction, ELLs are also engaged in the same curriculum as their peers, but the ESL teacher will focus primarily on language arts (i.e. vocabulary building, language usage, phonics, writing and reading skills) and also on areas of a lesson where the ELL student needs special help. Vocabulary might entail the review of words that the regular content area teacher might take for granted. It might even entail the teaching of Survival English vocabulary, i.e. teaching ELLs (usually who are new to the program) words that their homeroom teacher uses to give directions (e.g. "Take out your 4 square graphic organizer", "Use transition words" or "Open your math books"...))

The Workshop model of instruction is usually followed during Pull-Out instruction. The ESL teacher gives a mini-lesson approximately 10 to 12 minutes. He usually starts the lesson by relating it to something previously taught either in the regular classroom or in the previous Pull-Out session. He then demonstrates or models what the student is expected to do (master). The student(s) then attempt to do the activity along with the teacher and finally, students are given work to do independently.

For example, after noticing that several vocabulary words in a social studies lesson used three very common prefixes, the ESL teacher decided to do a lesson on identifying prefixes as a way to accelerate vocabulary building. The teacher began the mini lesson by sharing his observation about the words used in the social studies text. He explained the meaning of "prefix" and the meaning of "root word". He then showed how this knowledge applied to the words used in the previous lesson. He engaged ELLs in trying to infer the meaning of four new words containing the same prefixes while also modeling his thinking process to arrive at the meaning of each prefix and how it alters the meaning of the root word. Next the teacher invited ELLs to work independently to infer meaning of new words.

The New York State Standards for English Language Arts and the State Standards for English as a Second Language along with their key indicators of performance serve as the basis for our ESL instruction.

The small group Pull-Out classes benefit the ELLs not only in terms of language acquisition skills, but socially, as well, by providing an opportunity for the ELL to interact and learn from other LEP students. The sense of camaraderie and support that often results increases the sense of belonging of ELLs as well as their motivation to learn.

Of course, the ESL teacher works closely with content area teachers in delivering service. Each teacher understands and values the role of the other and work together for the benefit of ELLs. By conferring with the content area teacher, the ESL teacher pinpoints with greater accuracy the needs of the ELLs in that class and can develop appropriate strategies to meet those needs. From the ESL teacher, content area teachers gain greater insight into the special needs of ELLs, as well the possible influences of culture on learning.

Beginner to Interactive students are seen for seven, fifty minute periods per week. Advanced students are seen for four fifty minute periods a week. Students are grouped heterogeneously, but at their respective grade levels.

Here are some of the measures that we propose to meet the needs of SIFE Students who may enroll here at PS 106 (currently there are no ELL's that are SIFE enrolled in our school):

During the first month following admission, SIFE's enrolled at our school will be assessed by the ESL teacher in conjunction with classroom teacher to determine academic levels of SIFE's, to identify gaps and areas of special need. The ESL teacher will provide supplemental materials and texts for the homeroom teacher to use with SIFE and confer with homeroom teacher on a weekly basis to discuss progress.

Discuss topic of SIFE's in an ongoing fashion at staff meetings (who are they, special needs, effective strategies to use with SIFE, etc) and answer questions. Encourage the sharing of ideas on how to make PS 106 especially welcoming to SIFEs. Teachers at PS 106 already use a buddy system for new ELLs pairing them with advanced or proficient ELLs who speak the newcomer's first language. This approach would also be used with SIFEs. ESL teacher in conjunction with resource room teacher will make lower level texts available to teachers of SIFEs to complement grade level texts. ESL teacher will also conduct ongoing research on materials (software, texts in first language, assessment tools) that would be useful in working with SIFEs For example, identify companies that publish bilingual textbooks in different languages. . We can add to our library textbooks in Spanish (and other languages) at the different grade levels. Our ESL teacher, Mr. Lazarus, is also bilingual can provide initial instruction in L1 to Spanish speaking SIFEs'. (Given the large number of Spanish speaking ELL's in our school, it is safe to assume that the majority of SIFE's attending our school would be Spanish speaking. ESL teacher would

also initiate contact with staff at DOE's interpreting service line to identify staff who speak the SIFE's first language (L1). We would contact schools in our area that are already servicing SIFEs to learn from their experiences and possibly secure additional resources.

Plan for ELLs in School less than 3 years/Newcomers:

We will continue to explore and implement new ways to create an ELL-Friendly environment both in and outside of the classroom. One of the ways we will do this is to devote more of our professional development time (and in more informal get togethers i.e. 'lunch and learn') to learn about the needs of ELLs and the kinds of practices that will make our school environment more ELL-Friendly. For example, in learning about the "Stages of Second Language Development", teachers will come to understand that it is perfectly normal for an ELL in the preproduction stage of language development to go through a silent, non-speaking stage, thus the importance of implementing teaching strategies that allow ELLs to use gestures or movement to show comprehension, or to have choral rather than individual read-alouds. Of course, we will continue to broaden and build on our teachers' expertise in the use of differentiated instruction especially as it pertains to ELLs.

During these sessions, teachers will also share their impressions on how they feel 'newcomers' are adjusting and also exchange ideas on how to be more supportive. Content area teachers have been implementing . They have also been instrumental in facilitating relationship building between ELLs and their peers. These efforts will be affirmed and highlighted in more formal ways to inspire others to the same and to continue the practice.

We will also explore ways of increasing the involvement of parents of Ells who are new to our school. Although language (and at times cultural differences) tend to inhibit some parents, we are looking at ways to encourage involvement that would not require a lot of verbal communication. We will also look into procuring more materials (pamphlets, brochures with subjects of interest) in the language spoken by our ELLs' parents. Where possible, we will also try to facilitate relationship building ('buddy system') between the new parent and parent from the same country who is more experienced and also bilingual.

The ESL Teacher along with the guidance counselor and parent coordinator will confer on a more regular basis to assess needs and progress of newcomers, and to schedule special events for ELLs i.e. welcome luncheon, ELLs club (support group), promoting cultural sensitivity in the school. In order to prepare for ELA testing (which is now required after 1st year) we will devote at least 2 periods per week on test preparation, i.e. teach test specific vocabulary, model test taking strategies, use texts from sample tests to teach language usage, editing and reading comprehension, develop and expand students vocabulary with weekly lists to memorize and weekly tests, build reading stamina by assigning weekly reading assignments.

Plan for Ells in School 4-6 years

ELLs who have been receiving ESL services at our school for 4-6 years are usually well adjusted to academic life and able to perform at or above grade level. Nevertheless, they need to be closely monitored. Ongoing support is critical. Some of these ELLs at times find themselves unable to get beyond certain levels of proficiency. We must identify our students' 'blind spots' areas where fossilization of incorrect language usage has occurred in speaking and/or writing. To this end, the school will procure assessment tools especially geared for ELLs that will enable us to pinpoint more accurately these areas of need, and also help to develop appropriate action plans.

Content area teachers will expand their usage of ELL related resources and materials that are provided during professional development, as well as strategies specifically designed for ELLs that are suggested in our Teacher's editions.

Experienced ELLs are a great resource and have a lot to offer newcomers to our school. Even though, they have been tapped in the past to help newcomers, a more concentrated effort will be made to have ELLs partner with newcomers to share their hard earned wisdom and knowledge.

Plan for ELLs in School Over 6 years:

We pay great attention to ELL's who have had to stay beyond the maximum six years with us due to repeating a grade. In these cases, the school will take a more comprehensive approach, i.e. conduct 'case' study meetings to evaluate student's progress and needs holistically.

Participating in such meetings will be the school guidance counselor, social worker, parent coordinator, homeroom teacher, and ESL teacher and parent(s) to discuss all aspects of students life including: conditions in the home, social skills, relationship with peers, academic needs, behavior, developmental issues, etc. We will attempt to ascertain/uncover any needs or problems that may be impacting progress that have not been addressed previously. It may simply be the need for a more concerted effort on the part of the staff. From this meeting(s) an action plan will be developed to address the needs that have been assessed and to provide ongoing help and assessment to the student. Follow up meetings will be held to discuss progress or any further obstacles to progress.

Plan for ELL Special Needs

Currently, we have four ELLs with special needs. These ELLs do receive the needed services (i.e. speech therapy, counseling). Our content area teachers and ESL teacher have considerable experience in recognizing students that may have special needs (learning differences, speech development, etc.) Continued efforts will be made to provide ongoing training in identifying and teaching ELL's with special needs. We will explore using in house staff, as well as outside consultants to provide training in special methodologies used in working with ELL's with special needs. This training will also serve as a forum to discuss ongoing issues, challenges that we face and to

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

Intervention Programs for ELLs (AIS)

Our plan for academic intervention for ELLs will continue in its current format. The ESL teacher provides sheltered /scaffolding instruction to all ELLs,. For ELLs who are experiencing special difficulties, Mr. Lazarus provides one on one assessment and tutoring to target specific areas of need. To more effectively address areas where ELLs are struggling, Mr. Lazarus will often co-teach with the content area teacher providing the scaffolding necessary to address difficult subject matter. Content area teachers will continue to receive professional development in differentiated instruction. Cluster Language Arts teacher and AIS teachers are also available to assist the ELL on a needs basis and to make recommendations.

Transitional Student Support Plan

Currently, we have 5 ELLs in transition. These are students who scored "proficient" on the NYSESLAT within the past two years. Having scored "proficient" they no longer require mandated ESL services. However, ongoing support is offered as needed. The ESL teacher confers on a monthly basis with the homeroom teacher of these former ELLs to discuss their progress and and to address any areas where continued help might be advisable. In a more informal fashion, the ESL teacher routinely visits these students to observe their work in the classroom and to discuss student's personal view of their progress. In addition, the ESL teacher maintains an 'open door' policy with former ELLs. They know that they can request to see the ESL teacher at any time for additional help (sheltered instruction) or for support in adjusting to their new status as former ELLs.

Future Plans for ELL Programs

The current ESL program model (Pull-Out / Push-In) with one teacher is more than adequate to meet our current needs. Should the ELL population increase dramatically in the near future, serious consideration will be given to expanding staff (hiring new teachers) and even introducing new services. Such considerations may not be that far off however, Far Rockaway is a growing community. New housing developments are springing up at a rapid pace. These developments are occurring fairly close to the school and will continue to do so in the years to come. Immigrants from the Middle East (especially), Latin America and Asia continue to move into the area at a steady rate.

Equal Access to all Programs

ELLs have equal access to all programs and support services offered here at PS 106. And they are well represented in most of them. We have ELLs taking part in after school programs that offer extracurricular subjects like learning to play an instrument (i.e. keyboards and drums), dance, sewing and martial arts, etc. ELLs also take part in our extended day classes, which provide remedial help. We have ELLs receiving speech therapy and occupational therapy, as well as counseling.

We also provide information to the parents of our ELLs about upcoming events at our school, about community resources (i.e. adult education classes), and special events.

Ms. Frazier, our parent coordinator and Mr. Lazarus, our ESL teacher will continue to explore new ways to make our communication with ELLs and their parents even more effective, in order to insure even greater participation and continued equal access to programs.

Instructional Materials

Most of the instructional materials that we currently use (i.e. Core Knowledge and Houghton Mifflin texts) provide materials and instructions for differentiated instruction and for use with ELLs. In addition, the ESL teacher keeps a library of supplementary ESL related materials (workbooks, textbooks, bilingual stories, etc; as well as books and materials on ESL teaching methodology and best practices). For the future, we hope to purchase ESL related software (like Rosetta Stone and Cornerstone0 that students can use both in the classroom and at home.

Native Language Support

Native Language support will continue to be provided in the form of native language and bilingual brochures, pamphlets, workshop videos (for parents); bilingual stories and texts for students. Special effort will be made to secure bilingual stories and texts in French Creole and Middle Eastern dialects (i.e. Pashto, Farsi).

We will continue to utilize the services of the Translation and Interpretation Unit (DOE) as needed. Likewise, we will continue to recommend the services of agencies like Dial-a-Teacher to our parents.

We will also attempt to recruit parents (especially from Arab countries) who can serve as volunteer translators and interpreters for other parents and who might assist us with outreach.

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)?

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

Due to our school size and the number of ELL's, we have only one ESL teacher, Mr. Lazarus. Some professional development addressing the needs of ELLs ie differentiated instruction are provided by the school. Our ESL teacher also attends meetings at the district office and special training events at locations recommended by the district office for, ie Long Island University workshop on preparing ELLs for the NYSESLAT.

Outreach is made via phone to ELLs as they transition to from elementary to middle school. ELLs are encouraged to contact Mr. Lazarus, the ELL instructor by phone or to come by at the end of the school day to meet. If a student is struggling with any subject area, Mr. Lazarus will recommend resources (in community) materials and help to facilitate communication between ELL and the new school. We will fulfill the 7.5 hour training requirement by utilizing Mr. Lazarus in providing professional development in ESL to our staff. Mr.

Lazarus will use ELL training videos to support our staff, as well as turn-key information provided by his ESL workshops. This training will be provided on Thursdays during the 37.5 minutes professional development period. ESL training will also be offered by Christina Villavicencio, ESL specialist of District 27. Training will also be provided by Manhattan and Long Island V-Tech.

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

Parental involvement is strongly encouraged in our school. The ELL teacher, Mr. Lazarus works closely with the Parent Coordinator, Paula Frazier in reaching out to parents of ELL's. Parents are encouraged to participate in the PTA. Parents receive copies of the school newsletter informing them of upcoming events and opportunities for further involvement. Parents are encouraged to visit the Parent Coordinator and the ELL teacher whenever they have questions. Where language is an issue the DOE Translation and Interpretation unit is used to help to explain information to parents. Parents are contacted by phone. Parents are invited regularly to attend school events, ie assemblies, holiday presentations, PTA meetings, etc. The ELL instructor keeps parents abreast of their child's progress and behavior by phone and in person during morning drop off and end of the day pick up. Information concerning parents' needs, issues and concerns are also shared and discussed with homeroom teachers, and other staff as deemed necessary. Most of this communication takes place on a daily basis.

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)	2	2	1	0	0	0								5
Intermediate(I)	0	2	3	2	0	3								10
Advanced (A)	0	0	1	0	0	5								6
Total	2	4	5	2	0	8	0	0	0	0	0	0	0	21

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	492												
	I		540											
	A			619	652									
	P		658	661	678		730							
READING/ WRITING	B	405	512				616							
	I		560	554	603									

	A			587			660						
	P												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	3	1		7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0		0		0				0
5	1		5		1				7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0								0
8									0
NYSAA Bilingual Spe Ed									0

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								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?

Paste response to questions 1-6 here

Several Assessment tools are used to early literacy skills of ELLs including: Reading Record Analysis, NYSESLAT scores, LAB-R scores, ELL Inventory, ELL-18, and LAP. Additional tools include: Student Learning Proficiency

Part VI: LAP Assurances

the more ELLs tend to progress from lower to higher levels of proficiency. This progression is more pronounced in Listening and Speaking, but also applies (less dramatically) in Reading and Writing. For most ELLs, reading and writing are the last areas in which full

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		We September 22, 2010
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		