



SENATOR ABRAHAM BERNSTEIN, PS 105

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (11/ BRONX/PUBLIC SCHOOL 105)
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 105 **SCHOOL NAME:** Senator Abraham Bernstein

SCHOOL ADDRESS: 725 Brady Avenue, Bronx, NY 10462

SCHOOL TELEPHONE: 718-824-7350 **FAX:** 718-828-4531

SCHOOL CONTACT PERSON: Christopher Eustace **EMAIL ADDRESS:** ceustac@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Stroud

PRINCIPAL: Christopher Eustace

UFT CHAPTER LEADER: Joanne Poccia

PARENTS' ASSOCIATION PRESIDENT: Savortie Puente

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Elizabeth White

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Christopher Eustace	*Principal or Designee	
Elsie Sanchez	*UFT Chapter Chairperson or Designee	
Cheryl Boodram	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Stroud	Member/Chairperson	
Marg Ripley	Member/Teacher	
Maggie Horgan	Member/Teacher	
Muntaha Abukhada	Member/Parent	
Wainel E. Santiago	Member/Parent	
Jelitza Colon	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 105 is located on Brady Avenue in the Pelham Parkway section of the Bronx. There are currently 1,485 students, in grades K – 5. Included in that number are 16% special education students and 22% English Language Learner students. The community and its members are quite diverse, as evidenced by the fact that over 20 different languages are spoken by the students and parents of the school. In addition, we employ a staff that speaks over 15 different languages, which assists us in our parent communication.

The mission of our school is to provide a safe, risk free environment for children to learn and for staff to teach, as well as to provide an environment that will produce life long learners through Standards driven and differentiated instruction, which meets the needs of the school's diverse community. Aligning instruction to the Standards and identifying the academic and social needs of children is the primary factor to achieve a path to excellence. When the needs of children are accurately "mapped" the vehicle of instruction becomes a more effective means to achievement. EXCELLENCE is the goal for every child and staff member so that improved achievement levels can be realized. For this realization, "change" in programs, the way resources are used in the organization of the school, in instructional strategies, and how parents become more effective partners in the educational process are necessary.

At PS 105 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful educational program.

In order to broaden the cultural horizons of our students, we offer many programs in both arts and enrichment.

Our K – 5 population is serviced by an Art cluster teacher. We have two Music Teachers who provide one period of music instruction for many classes in the school as well as providing selected youngsters with additional music instruction via Drama Club, Glee Club, and Band. We have an Art Club for students who show in they excel in Art. The National Dance Institute collaborates with all our fourth grade classes on a weekly basis. All third grade classes participate in The Bronx Dance Theatre which is an enrichment program focusing on select dance styles. Each program will perform a culminating recital. We have implemented a drama program where students within grades 2-5 will be taught a variety of performance techniques. In addition selected students will participate in a Drama Club that will take place during and after school where students will enact an original drama performance.

Partnerships have also been established with Horace Mann's "Summer on the Hill" program for academically gifted children identified in the winter of second grade. This is a Saturday and summer program which offers enrichment to children who have evidenced extraordinary potential. It follows the children through eighth grade. Likewise, Prep for Prep, De La Salle Academy and George

Jackson Academy offer programs for academically advanced fifth graders through a highly rigorous and selective process. Several of our students have been accepted into these challenging programs. Additional community-based organizations, including Jacobi Hospital's Nurses Residence and the Kennedy Center which invites our staff to various training opportunities. The YMCA, Girl Scouts and Boy Scouts are located on our campus. Jewish Board, Soundview-Throggs Neck and Astor are agencies that are responsive to the school for family support issues, parent outreach, counseling and medical services, student tutoring and referrals to other support agencies and are vital components of the Academic Intervention Services. Mercy and Lehman College student teachers/ guidance interns are also in our school.

PS 105 has collaborated with several outside organizations in an effort to foster a healthy and safe environment for all students both during and after school.

PS 105 and Montefiore Hospital have developed an on-site comprehensive care program to help enrolled children with their medical and social emotional needs. A particular interest of this program is asthmatics enabling them to be more controlled and lose fewer days due to illness. Another targeted group is those children identified as clinically obese. The clinic is addressing their needs through nutritional counseling for parents and children. The newly established School Health Committee brings awareness to the students and parents through a variety of activities aimed at healthy eating habits and sound nutritional choices. Periodic vision and hearing screenings are conducted by the New York City Department of Health.

A YMCA TASK after school program services approximately 150 children with homework help as well as organized play from 3:15 pm to 5:45pm. In addition, Chess in the Schools and the National Dance Institute will offer a special enrichment program for selected youngsters in each of these specialty areas one day a week.

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.

Will be uploaded by central.

SECTION IV: NEEDS ASSESSMENT

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

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

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

As of November 21, 2010 there are currently 1,485 students, in grades K – 5. Included in that number are 16% special education students and 22% English Language Learner students. The community and its members are quite diverse, as evidenced by the fact that over 20 different languages are spoken by the students and parents of the school. In addition, we employ a staff that speaks over 15 different languages, which assists us in our parent communication.

Instructionally, PS 105 boasts an Academic Intervention Service Department that continues to be a model and resource for a number of schools. We currently employ 9 full – time Academic Intervention providers, including an AIS team leader, that provide services to “at – risk” students, based on grade, content area and instructional need. Student referrals are generated by classroom, cluster and AIS teachers to the AIS Team Leader and Data Intervention Specialist, who monitor and track the intervention programs and individual progress of each student. In addition to the referrals, data such as potential holdover, previous holdover and assessment tracking also generates intervention services. Students who have received a variety of AIS services and who still do not show signs of improvement are referred to the Child Study Team. The CST is composed of administrators, staff developers, guidance counselors, SBST members, classroom teachers, AIS providers, an ELL specialist, a Special Education specialist and related service providers.

The analyzing of individual student data has been assessed and modified for the current school year. Over the last several years, every student in grades K –5 has had a portfolio created for them by the classroom teacher. Taking a model from the PIP portfolios mandated for all potential holdovers, the portfolio tracks a wide variety of data and records all of the services available to the individual student. While this practice remains in effect, the portfolios have been revised in order to better address the progress of each child instead of just the student's performance. An online Data Folio has been created by the administrative team, staff developers and teachers for all classes that will monitor and track student attainment and progress in all academic areas, while also providing key information for all students including AIS services, ELL status, SE status, HO status, and other pertinent information. The Data Intervention Specialist position provides the school with a contact person for collecting, maintaining, and distributing individual student data. The implications for instruction are based on that data, and accessing ARIS. The individualized, data – driven focus on all students through the AIS program and student portfolios, assists us with tracking the needs and progress of every student in the school. It also provides a vehicle for differentiating instruction.

In addition to student tracking, teacher support has been a focal point at PS 105. As of September 2010 P.S. 105 employs 3 Literacy Coaches (K-1, 2-3, 4-5), 3 Mathematics Coaches (K-2, 3, 4-5), Testing Coordinator, and a Data Intervention Specialist who support teachers in a variety of ways including facilitating workshops and grade meetings, providing information and resources and performing model lessons in their concentrated area. The administrative staff also keeps an informal record of all teaching staff and their instructional concerns and needs, in order to assure that we have provided differentiated support for all teachers. We have also created a teacher survey that will help identify specific areas of need for each teacher in order to better provide staff development that is aligned to the needs of every individual teacher. In regards to new teachers, a voluntary Teacher Support Academy is conducted every Monday after-school to provide support for our first year teachers as well as all staff. The topics of the workshops and in-class support are based on the feedback from the teachers themselves. In addition, our staff developers also serve as mentors for all first – year teachers. Voluntary after-school professional development opportunities presented by the administrative staff, in conjunction with the staff coaches, are also provided throughout the year. Study groups, give teachers an opportunity to explore topics of their own interest. The ELA curriculum guide, which is being revised by the grade level teachers, under the direction of the staff coaches and grade administrator, drives the monthly instructional plan for all teachers.

Parent communication is critical to the success of any school. In addition, there are also several morning parent workshops organized by the school parent coordinator and administrative staff that provide parents with information on a variety of instructional and informative issues. The school also welcomes and trains a number of parents to volunteer in selected classrooms through the Learning Leaders program, coordinated and facilitated by the school parent coordinator.

There have been a number of accomplishments and long – term foundations that were achieved the last two years and so far this year. While the progress of all students will continue to be a main focus throughout this year and beyond, the progress that was achieved by the special education population was significant. A number of special education students showed more than one year progress as measured by state assessments. In addition, the school – created tracking system to identify individual student progress of every child within a specific class and AIS group and will help focus teacher instruction and will increase accountability for all stakeholders. An increased focus on continuity of instruction and clear expectations has set the foundation for an increased level of consistency regarding the implementation of the Balanced Literacy components and Every Day Math program. There is also a clearer school-wide understanding of the expectations of data driven instruction and student progress. We have also addressed the needs of our higher attaining students, a sub-group that has often been overlooked in the pursuit of providing services and interventions to “at – risk” students. A student council is in place and additional opportunities for these students have been planned. To better serve the interests of our students, all students have the opportunity to participate in nine to eleven sessions of real-world activities. We have increased our dedication to the arts continuing the Bronx Dance Theater, NDI, and continue a full – time drama position to the school. A continued focus regarding the master prep schedule gives more consistency to academic area instruction and provides flexibility for staff members to provide additional student support services.

There are several primary aides that assist us in our quest for continuous improvement. The wealth of materials that have been amassed over the years, provide teachers with the tools and information to provide the highest level of instruction. The variety of intervention programs, and the staff that is trained to provide instruction utilizing these programs, afford us the opportunity to match the individual needs and learning style of each student to the program that will best meet those needs. By June, 2011, we will have SMART Boards in 90% of our classrooms. In addition, the quality of the

staff of PS 105 reflects the dedication and knowledge needed to succeed. The assistant principals and staff developers work with the principal to create and implement the goals and vision of the school. With an even greater emphasis placed on continuity of instruction and improved communication between administration, teachers and parents, the number of misunderstandings and miscommunications has been, and will continue to be, decreased. The creation last year of the school suggestion box has provided the staff with immediate access to all supervisors, so that we can better address the needs and concerns of the staff in a more efficient and timely manner. Many of the staff suggestions of last year were crucial in the planning of the 2010-2011 school year. Based on staff suggestions many procedures and protocols have been revisited and revised, and new instructional programs such as the 100 Book Challenge, which addresses independent reading and student conferencing, and the Weekly Advisory Program, which addresses character education, has been implemented in the school for the current school year. The budget of the school, driven by the number of students and our Title I eligible statuses, also affords us the opportunity to dedicate so many resources, programs and staff, to the Academic Intervention Program.

Over the last two years, both our ELL and Special Education populations have made significant improvement as measured by New York State ELA and Mathematics Assessments. We attribute this progress to the improvements we have made regarding academic intervention services for these students. In addition, changes to the composition of our CTT classes have also impacted our results.

We have also taken a proactive approach regarding our lower functioning students. Intervention classes, which saturate targeted students with an array of services in all content areas, afford students the opportunity to receive services and be placed in a smaller class environment without being officially designated for Special Education services.

There are, however, a few barriers that impede our academic improvement. The first concern relates to the physical size of the school. Although there have been two extensions to the main building, and there are two temporary units in the play yard that house 8 classes each, space is still an issue. The school is currently at approximately 118% capacity. All of our classes are above, at, or near the grade cap, however, we do not have the physical space to create new classes. I believe that the overall instruction is somewhat compromised in an overcrowded classroom.

The second barrier involves the procedure that mandates that all ELL students participate in state assessments after being in the country for one calendar year. In past years, students were given extensions that exempt them from state assessments for up to 5 years. With one of the largest ELL elementary populations in the Bronx, we will test approximately 350 students in grades 3, 4, and 5. Many of these students will have been in the country for less than 3 years when they take the exam in May. Finally, the population of the school is very transient, which comprises the cohesiveness that is created when students continue from grade to grade. Just last year, we had approximately 427 new admits and 394 discharges, for a turn-around of 821 students, the size of many elementary schools. We are in the process of compiling comparative analysis of the performance and progress of students new to the school compared to those who have been in the school for an extended period of time.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. **Technology** - In order to further develop the use of technology to support instruction and learning there will be an increase in the number of teachers utilizing computer-based data to differentiate instruction based on student need and increase the number of technology-based programs and resources to support instruction ongoing throughout the 2010 – 2011 school year. The aforementioned will be measured by the percentage of students scoring at or above proficiency on the 2011 New York State English Language arts Assessment will increase by at least 5%.
2. **ELA-** To further develop the use of data to differentiate instruction in order to improve student progress in Literacy. A minimum increase of 5% in overall student progress on the New York State English Language Arts assessment by June 2011.
3. **ELL's-** An increase in the percentage of ELL students demonstrating an exemplary proficiency gain on the New York State English as a Second Language Arts Assessment will increase a minimum of 5%.
4. **Math-** To improve all aspects of communication in the school, including: administration – parents, administration – staff, and staff – parents. A minimum increase of 0.5 to a total of at least 7.3/10 in the area of Communication on the 2010 – 2011 Learning Environment Survey Report as compared to the results of the 2009 – 2010 LESR.

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): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order to further develop the use of technology to support instruction and learning there will be an increase in the number of teachers utilizing computer-based data to differentiate instruction based on student need and increase the number of technology-based programs and resources to support instruction ongoing throughout the 2010 – 2011 school year. The aforementioned will be measured by the percentage of students scoring at or above proficiency on the 2011 New York State English Language arts Assessment will increase by at least 5%.</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>Purchase of a new writing software program My Access! Continuation of data specialist position that analyzes data from periodic assessments, ARIS and Scantron Performance computer adaptive internet assessments in order to provide grade 3-5 teachers with individualized strategy and skill data for all students in the class. • AWARD and Pearson Learning computer programs that provide individualized data for students in grades K-2. • Individualized instructional plan provided to all teachers that provides student data from a variety of sources which will assist in the implementation of differentiated instruction. • Additional technology – based programs to supplement daily instruction. • Utilization of additional Smart Boards to enhance instruction. Total number of classrooms equipped with Smart Board technology has increased from 2 in 2008 to 51 for the 2010 – 2011 school year. • Creation of the “Geek Squad” which consists of 6 teachers who volunteer their time after-school to create and improve the use of technology within our school. • Evolution of student report cards, progress reports and student reorganization information into computerized files. • Creation of school website: www.105Bronx.com</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>Funding Sources: NYSTL, Title I, City Council Grant; Title 1; • Professional development opportunities provided to train additional teachers on the use of Smart Boards to supplement daily instruction; • Professional development opportunities provided to train teachers on a number of supplemental technology – based programs including AWARD and Pearson; • Professional development opportunities provided to train teachers on utilizing the ARIS and Acuity systems in order to gather data that will assist in differentiated instruction; • Purchasing renewal contracts for several web – based programs including AWARD, Brain Pop, Brain Pop Jr., Brain Pop Espanol, Discovery, Reading A to Z, Pearson Success Maker, World Book, etc...; NYSTL; • Purchase of additional technology – based materials including: Smart Boards, LCD projectors, WILLOW carts with lap tops and printer; City Council Grant; • 2010 – 2011 grant used to purchase additional Smart Boards, computers, support devices, etc...</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>Teachers survey (pre and post) Workshop agendas and sign-in sheets Walk-throughs Log of students use of computer lab Log of students use of willow carts</p>

	Principal screen on ARIS to monitor staff use
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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): ELL's

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>An increase in the percentage of ELL students demonstrating an exemplary proficiency gain on the New York State English as a Second Language Arts Assessment will increase a minimum of 5%.</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>Using the results of Acuity and other data sources, to plan instruction for all students, including English Language Learner students. • Inquiry Team will continue to focus on ELL students in grades 1 – 5. Successful procedures will be implemented school-wide as the year progresses. • Conduct comparative data analysis of the progress and performance of sub-groups on a series of periodic and school created assessments that are aligned to the grade level ELA, Math and NYSESLAT exams. • AIS model that targets all students, creating more articulation time for AIS or Literacy Support staff and the teachers. Model also assures that all students benefit from small – group, skill - based differentiated instruction, including higher achieving students who demonstrate difficulty in a particular skill or strategy. • Data – driven differentiated instruction and individualized instructional plan for all students. • AWARD, Pearson and other computer based ELA programs focusing on ELL students. Results from computer based assessments are used to differentiate instruction based on individual student need. • Continued use of WILLOW carts and Smartboards to integrate technology into daily lessons. • After – school programs for ELL students to focus on strategies for taking the New York State English Language Arts and NYSESLAT assessments. • Saturday programs for ELL students focusing on language acquisition</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Funding Sources: Tax Levy, Title I, Title III, &x0D; &x0D; • Professional development on AWARD and Pearson programs.&x0D; • Study Groups for staff members involved in the education of ELL students using ELL – based materials and resources.&x0D; • SINI Grant Allocation utilized to provide additional professional development opportunities for teachers of ELL students.&x0D; • Workshops provided by Fordham University focusing on strategies for ELL students, attended by ELL providers. Staff members turnkey information to additional relevant staff members.&x0D; • Surplus of materials committed to ELL students. &x0D; • Expanded use of Smartboards to increase student engagement and academic performance.&x0D; • Laptops for both student use and staff use. &x0D; • Purchase of a variety programs for student use: BrainPop, BrainPop Jr. &x0D; BrainPop Espanol, Discovery, Reading A to Z. &x0D; • Per session monies utilized for after – school and Saturday Academy for ELL students and their parents.&x0D; • Title III monies utilized for additional, non - mandated services for targeted ELL students in ELA and Mathematics.&x0D;</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>Closing the achievement gap section of the 2010-2011 school Progress Report Material from Inquiry team observations Classroom Observations Walk-through pre/post Data Intervention Plans Datafolios Awards assessments pre-post</p>
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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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve all aspects of communication in the school, including: administration – parents, administration – staff, and staff – parents. A minimum increase of 0.5 to a total of at least 7.3/10 in the area of Communication on the 2010 – 2011 Learning Environment Survey Report as compared to the results of the 2009 – 2010 LESR.</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>Use bi-monthly surveys of staff and parents to address areas of continued need by analyzing, interpreting and using multiple sources of data. • Information obtained from the school suggestion box and verbal communication, which will be monitored on a continuous basis in order to improve all aspects of the school. • Workshop for parents and students every Thursday night form 6:00pm – 7:30pm affords parents the opportunity to gain valuable information regarding the academic expectations of their child. • Monthly parent workshops presented by school staff on a variety of topics. • Create study groups for teachers to work together to enhance instruction. • Encourage teacher led professional development opportunities on various topics. • Common grade PD’s—sharing of ideas, lessons, best practices, student work. • Creation of school website, www.105Bronx.com , to provide parents with school – wide information, programs and activities, parent resources, and individual class information. Website also provides teachers information via a teacher resource page. • Continuation of monthly newsletter which provides all parents general school information. • Bi – monthly progress reports sent to all students which provides parents with consistent, pertinent information regarding their child’s progress in all academic and organizational areas. • Teacher checklists and informal observations will be conducted on a more consistent basis in order to provide teachers with clear expectations and immediate feedback for all pedagogical areas. • Grade Leader meetings will be conducted weekly in order to provide staff with more timely school – wide information, and accessibility to the administrative team to answer all instructional and procedural questions. • Principal’s update will continue, after being established mid – year in the 2009 – 2010 school year. Update will be sent to all staff each Sunday evening and will continue to contain pertinent instructional and procedural information. Creation of school website: www.105Bronx.com</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Funding Source: TL FSF•&#x0D; &#x0D; • Continuing to encouraging staff feedback and suggestions through direct communication with the administrative team or grade leader, or through the school suggestion box.&#x0D; • Teacher needs assessments distributed twice a year.&#x0D; • Grade leader meetings to discuss grade concerns and to build cohesiveness amongst grades.&#x0D; • A greater focus on the use of teacher email to increase administrator – teacher communication.&#x0D; • A greater focus on the use of parent email to increase school – home communication.&#x0D; • Continuation of weekly parent workshops in ELA, Math, Social Studies, Science and ELL.&#x0D; • PTA planned events that involve parent and teachers. &#x0D; • Per – session activities for Thursday family workshops, monthly workshops and grade leader meeting participants.&#x0D;</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Walk throughs/pre and post

Classroom Observations

Data to provided to teachers from Acuity, Scantron, Award, etc

Results from the 2010-2011 Math exam

Simulation results from CFN

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	68	55	N/A	N/A	66	0	12	
1	84	65	N/A	N/A	63	3	18	
2	102	77	N/A	N/A	59	4	11	
3	142	130	N/A	N/A	55	2	15	
4	122	83	128	122	61	3	12	
5	117	93	137	117	67	5	8	
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:	<p>AIS Differentiated Instruction in ELA Targets All At-Risk Students including SWDs The effectiveness of these programs will be determined by constant monitoring of both hard and soft data.</p> <ul style="list-style-type: none"> • <u>Wilson:</u> grades 4, small group, during school at least one - forty-five minute period per week • <u>Fletcher’s Place:</u> selected Kindergarten classes, small and whole class instruction, during school, daily • <u>Reading Revolution:</u> selected first grade classes, small and whole group class instruction, daily, in school • <u>Foundations:</u> selected kindergarten, first, and second grade classes, small and whole group class instruction, daily, in school • <u>Early Childhood Reading:</u> grades K – 2, small group differentiated instruction, during school, at least one – forty five minute period per week • <u>Title I Reading:</u> grades 3 – 5, small group differentiated instruction based on students academic needs determined by both hard and soft data, during school, at least one – forty five minute period per week • <u>Early Literacy After School:</u> second grade, small and whole group instruction, after school • <u>Raising Academic Achievement through Literacy:</u> grades 3 – 5, small/whole group, one – sixty minute period per week, after school from February to April <p>AIS in ELA for English Language Learners</p> <ul style="list-style-type: none"> • <u>Wilson:</u> grades 4, small group, during school at least one - forty-five minute period per week • <u>Award:</u> grades K, 1, and 2, as well as select other classes, whole class, daily forty five minute periods • <u>ELL After School:</u> grades 3 -5, small/whole group, two – sixty periods per week • <u>Saturday Academy:</u> grades K – 5, whole group instruction, twenty – three hour sessions per academic year

Mathematics:	<p>AIS Differentiated Instruction in Math Targets All At-Risk Students including SWDs The effectiveness of these programs will be determined by constant monitoring of both hard and soft data.</p> <ul style="list-style-type: none"> • Early Math Intervention: grades K – 2, flexible small differentiated groups focusing on New York State Process and Content Strands, during school, at least one – forty-five minute period per week • Title I Math: grades 3 – 5, flexible, small differentiated groups, focusing on New York State Process and Content Strands, at least one – forty-five minute period per week, during school • Raising Academic Achievement through Math: grades 3 – 5, small group differentiated instruction, one – sixty minute period per week, after school from January to March
Science:	<ul style="list-style-type: none"> • Enrichment Science: grades 4- 5, two – fifty minute periods per week, small group • Hands-On Science: grades K-5, whole group, at least one forty-five period per week • Nonfiction/content Rich Instruction: grades K -5, small group, up to four times a week
Social Studies:	<ul style="list-style-type: none"> • Enrichment Social Studies: grades 4-5, two – fifty minute periods, small group • Nonfiction/content Rich Instruction: grades K -5, small group, up to four times a week
At-risk Services Provided by the Guidance Counselor:	<p>At-risk services are continuously provided throughout the school year on an “as needed basis”. Assessments of students, families, and situations are made based on referrals by teachers, parents, and administrators. A determination is made as to the number of weeks and kind of counseling to address the situation.</p>
At-risk Services Provided by the School Psychologist:	<p>There is a ten week intervention program which can be extended for an additional ten weeks. Service is provided by Social Workers and Psychologists on the School Based Support Team as an intervention for children with severe emotional and social problems.</p>
At-risk Services Provided by the Social Worker:	<p>At-risk services are continuously provided throughout the school year on an “as needed basis”. Assessments of students, families, and situations are made based on referrals by teachers, parents, and administrators. A determination is made as to the number of weeks and kind of counseling to address the situation.</p>
At-risk Health-related Services:	<p>On-site Montifore Children’s Clinic which offers weekly counseling, therapy, and family therapy throughout the calendar year by Clinical Psychologist. The clinic makes referrals to psychiatrists.</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.

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: 140 LEP _____ Non-LEP _____

Number of Teachers 9 Other Staff (Specify) 1 Supervisor

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.

There are currently 1,493 students, in grades K – 5. Of that number, 353 or 24% are English Language Learners. The community and its members are quite diverse, as evidenced by the fact that the students and parents of the school speak over 16 different languages. In addition, we employ a staff that speaks over 6 different languages, which assists us in our parent communication.

Following State and City regulations established by CR Part 154, the No Child Left Behind Act (NCLB), and NYC Chancellor recommendations for ELLs, we strive to provide an educational program that meets their educational needs.

Our school offers Freestanding English as a Second Language (ESL) Program. The Freestanding ESL Program in grades K-5 consists of three instructional program models: self-contained ESL classes, a push-in model, and a pull-out model. Our culturally diverse ELLs population is comprised of 242 Spanish native speakers and 111 speakers of lower incident languages, such as Albanian, Urdu, Arabic, and Vietnamese. In order to meet their educational needs, as well as those of Students with Interrupted Formal Education (SIFE), we provide additional enrichment programs beyond the school day. ESL students with special needs are placed in special education classes, collaborative team teaching classes or mainstream classes with resource room services. These ESL students are provided services through the pull-out, push-in model, or with an in-class bilingual paraprofessional.

Our overarching goal is to ensure that all programs offered to our English Language Learners will foster academic achievement in all content areas and that the students reach proficiency in English by the end of their third year in the NYC school system. Our program also aims to attain the following high priority goals:

- To increase reading achievement of all ELL students throughout grades K-5.
- To provide a standard based curriculum [Math, Science, Social Studies, English Language Arts (ELA), etc.] that is in alignment with the ESL standards.
- To ensure that appropriate accommodations, interventions and modifications are provided for the ELLs in order to show gains across all content areas.

Title III AIS Program

Our school recognizes the value of providing additional academic intervention services (AIS) to our ELLs in the area of literacy. Thus, AIS funded under Title III, which is above and beyond all mandated services, is provided for our ELLs by a certified Bilingual teacher. She works with grades 3 and 4 ELLs from the mainstream classes. These services are directed towards new admits coming in during the school year.

ESL methodologies are implemented to meet the demand of the various languages; 14 of the students are provided native language support (Spanish) when needed. The instructional focus is reading/writing and oral language development. One component of our Title III program provides our ELLs with increased instructional support in English language arts via a push-in and or pull-out model based on students' needs during the school day, 8 periods per week throughout the school year. Of the 8 periods, 4 periods are allocated for 3rd grade and 4 periods are allocated for the 4th grade. The AIS teacher reviews hard data results from ELA acuity, ELA simulations as well as soft data consisting of running records, conferencing notes, and teacher assessments to track progress and drive further instruction. There is ongoing collaboration between the classroom and AIS teachers. We meet during our prep time once a week to discuss students' progress, select appropriate materials, plan differentiated instruction, and scaffolding strategies.

The AIS teacher models the skill and/or strategy to the targeted group. The group is then differentiated by language proficiency levels and writing levels. The AIS teacher works with students to support them as they go through the writing process. Based on student writing and conferencing notes, the teacher creates mini-lessons. The mini-lessons include: grammar, punctuation, and capitalization. The focused lessons include: various genre writing, such as narrative and informational writing, responses to

literature, functional/procedural and poetry writing. Another key focus to improve reading uses the vehicle of chanting, read-alouds, and shared reading. Among the resources used is the research based, On Our Way to English Newcomer Kit, Level II, and High Point The Basic Bookshelf. Title III will pay .25 of the salary of this teacher to provide this additional support to the newcomer ELLs.

Title III Saturday Academy for ELLs

Our Saturday Academy session will take place on 12 Saturdays, during the hours of 8:00am – 12:00pm (4 hours each session). The grades serviced will be K-5 for Beginner and Intermediate level ELLs. We project that there will be 8 groups/classes of approximately 10-18 students per class, as well as 1 class for parents. As allocated in the budget summary: \$24,857 of the Title III funds will be used to pay per session salaries. Instruction for this program (except the parent component) is based on the data analysis described below.

In analyzing the ECLAS-2 data, the results support the reading and writing concerns seen on our NYSESLAT analysis for grades K-2. The data indicates that most students across the grades are performing below the expected ECLAS-2 levels. It should be noted, however, that this year's second grade has shown some improvement in writing.

On the other hand, ELA and content area exams in math and science for grades 3-5 show steady progress. Most students are scoring between levels 2 and 3 with some scoring level 4 in math and science. In 2009-2010, a smaller percentage of ELLs scored at level 1 than in the previous year on the 4th grade Math exam. For both the Science and Social Studies exams, a higher percentage of ELL students received scores on either level 3 or 4 compared to the previous year. Further, a lower percentage of ELLs received level 1 scores than in the previous year. Most students scoring at level 1 on the ELA are those tested during their second year of ESL services. It should be noted that our students get translated versions for content area exams available in the native language, such as Spanish. For those languages without written translation, oral translations are offered. This accommodation has been an important component in the success of the students.

Based on our NYSESLAT results for 2009-2010, it was determined that the Newcomers scored mostly at the Beginner level in reading and writing. The results also reveal that all students are performing well in listening and speaking. In reading and writing modalities grades 3 and 4 continue to show progress. Grades K-2 continues to need more support in this area. Therefore, in order to accelerate language development, build background knowledge and improve literacy skills for our ELLs, we will offer our students in grades K-5 a Saturday academy to support them. The general education and ESL teachers will meet in the morning to plan for differentiated lessons. ESL and general education teachers will team teach. The students will be grouped according to English proficiency level. Each group will benefit from being taught by an ESL certified teacher and a general education teacher. The instructional focus will be developing the writer through strategy based lessons using graphic organizers, responses to literature, letter writing, visuals to stimulate discussion, and studying vocabulary words. In addition, the lessons taught will include:

- oral language through the arts/music/poetry
- reading comprehension through music and poetry
- phonics/word work - Brain pop
- smart board activities

Parental Involvement

The ESL class for parents will be differentiated based on English proficiency level of the parents. We will offer the parents three levels: Beginner/survival English, literacy development and conversational English. The workshop sessions will be offered on twelve Saturdays from 8:00 am till 12:00 pm. Based on their levels, the parents will be taught basic communication skills, cognates, word families, sight words, oral language

development emphasizing grammar rules, and basic writing skills. This program will be taught by a certified teacher and per session will be funded by Title III.

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.

All ESL and content area teachers of ELLs are included and participate in weekly school based professional learning, grade level meetings. Some of the topics that will be discussed are:

-
1. Acuity and data analysis
 2. Using ARIS
 3. Looking at ECLAS-2 assessment
 4. ELL Professional Development Workshops
 5. Analyzing Common Core State Standards
 6. Daily Writing/Writer’s Notebook
 7. Literacy Centers
 8. ELA Simulation question analysis
 9. Implications for instruction.
 10. Using data to communicate with Parents about student progress
 11. Writing Process/Portfolio requirements
 12. Analyzing Math problems
-

In addition, ESL teachers attend professional development workshops offered by the following agency:
 • Fordham Bronx BETAC and Hunter Manhattan BETAC
 All Professional Development activities are at no cost to Title III.

Section III. Title III Budget

School: PS 105 X BEDS Code: 321100010105

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)	\$24,707	.25 for ESL/AIS Provider Grades 3 and 4
	\$22,462	400 hours of per session for ESL and General Ed teacher to support ELL Students: 400 hours x \$49.89 (current teacher per session rate with fringe) = \$19,956 Supervisor: 48 hours x 52.21=\$2,506
Purchased services	N/A	
Supplies and materials	\$2,256.	Materials for ELLs program. Books, bilingual dictionaries, supplies, etc.

Parent Involvement	\$2,395	48 hours of per session for General Ed teacher to teach parents of ELLs: 48 hours x \$49.89=\$2,395
Travel	N/A	
Other		
TOTAL	\$51,820.	

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.

We conducted our assessment of written translation needs by reviewing necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to letters regarding ELL Parent Orientation, Meet and Greet, Parent-Teacher Conference and Parent Workshops. Sixty-nine percent of our ELL parents are Native Spanish speakers. The remaining 31% include 15 lower incidence languages such as Albanian, Urdu, Russian, Vietnamese, Bengali and Arabic.

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

We conducted our oral interpretation needs assessment by gathering statistics provided by our OTELE code list, Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meeting in October. Our Parent Coordinator has spoken in person and in telephone conversations with parents and guardians. Our classroom teachers communicate to ESL Department which parents are non English speakers and need oral interpretation regarding their students. We have many teachers who speak Spanish as well as an Assistant Principal and Testing Coordinator. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Albanian, Arabic, Mandarin Chinese and Russian.

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.

We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. Our teaching staff has Russian, Albanian, Mandarin Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meeting and conferences through our ESL teachers, Assistant Principal, Parent Coordinator and Administrative staff. We have Albanian, Russian, Mandarin Chinese and Arabic speaking teachers available for the aforementioned situations as well. We reach out to the Arabic speaking parents and other lower incident language speakers to assist us when they are present. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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>.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently parents rely on adult or relative for language and interpretation services if they choose.

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:	\$1,032,984	\$799,225	\$1,832,209
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,239	\$7,932	\$18,321
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$51,645	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$103,298	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99%**
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.
 - **One staff member identified as not being highly-qualified due to immigration issues has been resolved.**

* 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**.

Explanation – School Parental 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, in consultation with parents, 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.

I. General Expectations

PS105X 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. PS105X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The School Leadership Team will have a parental representation which comprises a minimum of 50% of the total number of people on the team. With the assistance of these parents a Parent Advisory Committee will be created.
2. PS105X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parent survey will be conducted, results will be presented to Leadership Team, President and Vice President of PA will share results and present them to their constituency at next PA meeting
3. PS105X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: One percent of Title I funds will be used for parent involvement funds. Parent workshops will be held throughout the year to provide parents with information on Math, ELA, Social Studies, Science, middle school information, technology, etc. Saturday Academy will provide parents and their ELL children opportunities to improve their acquisition of English as well as further classes in Test Prep in ELA and Math for all Title I children.
4. PS105X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Title 3 by: providing a Saturday Academy for ELL students as well as after school ELL classes for all ELL children in Grades 1-5.
5. PS 105X 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.. All parents are notified of monthly Parent Association meetings. The Parent Coordinator will provide outreach to all parents. All monthly Parent Association meetings will be held in our barrier free auditorium.
6. PS105X 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:
 - a. 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 –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. 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: Ongoing parent workshops i.e. (Assessments, technology, ELL) bi-yearly conferences to discuss report cards and conferences scheduled midyear to specifically address identified children who are struggling to meet standards.
 - b. 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, by: ongoing parent workshops including Literacy, Math, ELL, Acuity, Technology, Homework Help, Test Prep, Social Studies, Science, middle school selection process, additional ELA, Math, Science and Social Studies materials disseminated during school breaks.
 - c. 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: extra curricular activities including Story Telling Pajama Parties, Poem in Pocket Day, Author's Day, Reading and Writing Celebrations, Social Studies Fair, Music and Multicultural Performances, etc.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: The Parent Coordinator will create and facilitate the Learning Leaders Program.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Translated letters into the native language of parents, monthly newsletters, signs posted on all school entrance/exit doors.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. 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 minutes of Leadership Team meeting. This policy was adopted by the Leadership Team of PS 105 on May 30, 2006 and is in effect. The school distributes this policy to all parents of participating Title I, Part A children on or before September 30th each year.

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.

PS105X, 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 as well as the Common Core Standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS105X will:

1. 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 well as the Common Core Standards as follows:
 - Provide parents with timely information about all programs
 - Provide performance profiles and individual student assessment results for each child
 - Provide only certified teachers for all students
 - Provide academic intervention services to those students in need
2. Hold parent-teacher conferences (at least two times 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: November, March and as needed with classroom teachers.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Report cards – November, March and June
 - Progress Report – October and January
 - PID – conference in January
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: November, January, March and weekly as needed or requested by parents.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parents become school volunteers through the Parent Coordinator’s Learning Leaders Program (volunteers are assigned various responsibilities as needed)
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 - Parents comprise 50% of the Leadership Team
 - Monthly Parent Association meeting are attended by parents, Parent Coordinator, teachers and administrators to address concerns.

- A Parent Advisory Committee will represent all parents in decision making for parent needs to be addressed (i.e. Workshops, disseminating information, developing programs that support parent participation.)
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. The Leadership Team, which meets bi-monthly and is comprised of 50% parents, will be responsible for all decision making.
 8. 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.
 - Academic Intervention Teachers on each grade level inform parents and students in need of services, what is available and what will be provided
 - An overview of the Academic Intervention Programs is explained to all parents in September at the monthly Parent Association meeting.
 - Letters are sent home to parents of children requiring Academic Intervention Services
 9. 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. All information is sent home translated in the native language whenever possible.
 10. 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. Numerous parent workshops are conducted throughout the year to inform parents about curriculum, standardized tests and assessments, ESL and how to help their child.
 11. 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. All parents are encouraged to contact the school (Parent Coordinator, teachers, administrators, etc.) to voice their concerns, opinions, suggestions and any questions. Monthly Parent Association meetings are held and attended by the Parent Coordinator, teachers, administrators and parents to address any concerns and inform parents of school related matters.
 12. 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. A copy of the students' standardized test results is sent home as soon as the results are sent to the school. Teachers and administrators are available to explain and address any questions voiced by the parents.
 13. 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.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their 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, as appropriate.

- 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.

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 30 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.
- Arrive prepared for school on time everyday.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.
 - SMART Boards
 - Enrichment Arts Program (NDI, Bronx Dance Theatre, Chess)
 - To continue PIP classes in grades 1 through 5
 - After School Programs

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.
 - Title I Reading (Grades 3 – 5)
 - Title I Math (Grades 3 – 5)
 - Early Childhood Reading (Grades K – 2)
 - Early Childhood Math (Grades K – 2)
 - Small grouping tutoring (Grades K – 5)
 - Reading Revolution (Grade 1)
 - Fletcher's Place (Grade K)
 - Foundations (Grades K – 2)

 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Extended Time Session (Grades K – 5)
 - Saturday Academy (ELLs students and parents in Grades K – 5)
 - ELL After School Program (Grades 3 – 5)
 - ELA and Math After School Program (Grades 3 – 5)
 - ELA and Math Family Night Workshops (Grades 3 – 5)

- Second Grade Early Literacy Program

- Help provide an enriched and accelerated curriculum.
 - Chess in the School Program (Selected Classes in Grades 3 -5)
 - Partnerships have also been established with Horace Mann’s “Summer on the Hill” program for academically children identified in the winter of second grade.
 - Likewise, Prep for Prep, De La Salle Academy, and George Jackson Academy offer programs for academically advanced fifth graders through a highly rigorous and selective process. Several of our students have been accepted into these challenging programs.
 - National Dance Institute (Grade 4)
 - Bronx Dance Theatre (Grade 3)
 - SWAT National Dance Institute After School Program (Grades 4 – 5)
 - Drama Club (Grades 3 – 5)
 - Art Club (Grades (3 -5)
 - Various Enrichment Clubs (Grades 3-5) – i.e. Film, Arts and Crafts, Music, Photography, Yearbook, Dance, Cheerleading, Science Experiments, Heatless Cooking
 - Enrichment Activities (Grades K – 2) - i.e. Arts and Crafts, Bead Making, Music

- Meet the educational needs of historically underserved populations.

The Data Intervention Specialist will identify the needs of subgroups to ensure all students are exposed to the same level of education. She will collect, organize, and analyze information to give teachers strategies to enhance instruction within the classroom. She will work closely with Staff Developers, teacher support providers, and Academic Intervention Team Leader.

- 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.
 - **Staff Members who will offer Academic Support Services**
 - Data Intervention Specialist
 - Testing Coordinator
 - Three Literacy Coaches (K - 1, 2 – 3, 4 – 5)
 - Three Math Coaches (K – 2, 3, 4 – 5)
 - Literacy Teacher Support Providers (Grades K – 5)
 - Math Teacher Support Providers (Grades K – 5)

 - **Programs**
 - Wilson (Grades 4)

- Foundations (Grades K – 2)
- Reading Revolution (Grade 1)
- Fletcher’s Place (Grade K)
- Award (ELLs Classes in K – 2 as selected classes in all grades)
- **Classes**
 - Self Contained ELL Classes (Grades K – 2)
 - PIP classes (reduced class size) in grades two through five (Comprised of at-risk students)
 - Maintain number of Collaborative Team Teaching
- **After School and Parent Programs**
 - ELL After School
 - ELL Saturday Academy
 - After School ELA and Math Test Prep (October – March)
 - After School Hands On Science (April – May)
 - Second Grade Early Literacy Program
 - Family Literacy and Math Workshops
 - Second Grade Family Night to introduce parents to third grade standardized assessments and curriculum
 - Middle School Orientation for parents and students (January)
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- PS 105 participates in the Teaching Fellows Program
- PS 105 will maintain a partnership with Mercy College Teachers for complete certification
- Recruit student interns from neighboring universities: Mercy, Lehman, Fordham, Iona, College of New Rochelle, and Manhattan College to serve as interns in K to 5 classrooms.
- The Principal and Assistant Principal will ensure that only certified teachers are hired to fill vacancies.
- 91 % of Professionals with Master’s Degree or higher

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.

- PS 105 will continue to utilize our Professional Development Team comprised of administrators, teachers, and support staff to implement best practices incorporating Principles of Learning.
- PS 105 will provide professional development in literacy and mathematics for all staff members primarily through the onsite Literacy Coaches and Math Coaches as well as the members of the Literacy and Math Teams.
- Teachers will receive professional development in analyzing and assessing school achievement data generated from standardized assessments as well as assessments developed by literacy and math teams.

- The Data Intervention Specialist will analyze the data and provide professional development on how to provide differentiated instruction on various assessments.
- Teachers will visit other classrooms to observe the implementation of best practices utilizing the Principles of Learning.
- Inquiry Teams have been formed based on a collaboration of teacher interests and student needs.

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

The principal will make certain that instruction is provided by highly qualified teachers during regular and extended school time. Efforts to recruit certified teachers will include:

- Attending borough and citywide job fairs
- Developing university partnerships to develop student teachers trained in best practices
- Developing a cadre of student teachers

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

- Continue our “Meet and Greet” at the beginning of the school year to familiarize parents with curriculum and individual classroom policies
- Continue to provide parents with standards based Literacy and Math activities during family workshops
- Parent Teacher Association will continue conducting meetings once a month
- Parent Coordinator will be the liaison between the school and the community
- Continue Middle School Workshops
- Continue Learning Leader Program
- Continue special grade level assembly programs with parent participation
- Continue 100% Attendance Celebrations
- Continue Author’s Day Celebrations across the grades
- Continue Story Telling Pajama Days for the lower grades
- Continue Mother’s Day plant sale
- Continue Scholastic Book Fairs
- Continue National Dance Institute Event of the Year
- Continue Bronx Dance Theatre Dance Program Finale
- Continue Winter and Spring concerts
- Storytelling Festival
- Continue Annual Talent Show event
- Continue Annual Fashion Show event
- Continue Career Day
- Continue Health Fair
- Continue Annual Bake-Sale
- Continue 3rd, 4th and 5th grade Social Studies Bee
- Continue 3rd, 4th and 5th grade Spelling Bee
- Continue 3rd, 4th and 5th grade Math Bee

- 4th Grade Black History Celebration
- Family Movie Night Grades K – 5
- Family Flea Market

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.

Pupil personnel secretary contacts all preschool that have children zoned for our school. Registration is conducted from April through June at which time parents are apprised of schools' code of conduct, schools uniform policy, curriculum, and bus services. Parent orientation meetings are held to familiarize parents with school settings, curriculum and other school policies. At this time parents can set up appointments to tour the school and observe the instructional programs. At the beginning of the school year, Kindergarten teachers conduct orientation reflecting the research based practices that will be implemented. Parents receive curriculum-based materials to reinforce skills that are taught throughout the year. During the few days of the beginning of the school year, parents accompany children to the class and remain there to assist teachers to help children make the transition from a small preschool environment to a larger school setting. This helps to lessen the anxiety a child often feels on his first day of Kindergarten in a very large school.

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.

Various assessments are conducted within specified grade levels within all curriculum areas. Simulation assessments are conducted in both ELA and Math. When results are generated, teachers view individual student scores, focus on strengths and weaknesses and decide on how to drive instruction based on their analysis. Professional development is provided to assist in the scoring, analysis, and implications for instruction. Teachers are provided with state results in both literacy and math in grades 3-5. Upon receiving the New York State Math and ELA Assessments, professional development is conducted to first analyze the results and then differentiated instruction is planned using this information to support the LCG (Literacy Curriculum Guide) and EDM program.

P.S. 105 uses the Rigby PM Benchmark Kit to assess students' progress in comprehension. All grades are provided with professional development focusing on how to administer this assessment as well as analyzing and planning individual or group instruction.

ECLAS-2 is another assessment that is used to support the instruction of our K-3 students. Teachers use the information from all the strands in order to group their students for literacy instruction. Teachers within each grade view results as a whole and determine strengths and weaknesses. Discussions focus on activities that can be conducted in the classroom which promote success in each of the skills assessed.

As part of our professional development, grade level teachers plan together to support our Literacy Curriculum Map. Teachers share their ideas and resources during their common planning sessions. Within this planning process, we are always looking at data to differentiate and drive our instruction.

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.

Students who experience mastering the proficient or advanced levels of academic achievement are provided with effective, timely additional assistance by the end of the first month of the new school year at PS 105.

Within the first month, we identified the targeted students by looking at the results of the NYS ELA and Math Assessments for students in grades 4 and 5. This information assists our Academic Intervention Team when placing and/or servicing students into appropriate programs.

Within the first two months of school, we identify our K – 3 targeted students by administering ECLAS-2 and various running records to all students. This information is analyzed and intervention groups are formed. These groups are flexible and constantly changing depending on individual student needs.

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

Assumption is made that Title I services will be coordinated out of the school funded department. All programs are designated for specific populations and are closely monitored as to whether school wide performance strategies are consistent with and are implementing State and local improvement plans. Instructional leaders and their staff will oversee individual programs such as those for children with limited English proficiency and will meet regularly to discuss program coordination with State and local improvement plans. Assumption is made that the principal's meetings will be held to inform them of pertinent Title I legislation that would affect the implementation of school wide reform strategies within their schools. All school wide, reform strategies are aligned with Title I legislation and are reflected in the State and local improvement plans. Regional Title I compliance issues will be closely aligned with all our instructional staff.

Local resources and programs that are in partnership with PS 105 include but are not limited to: Montefiore Hospital Clinic, YMCA, Girl Scouts, Boy Scouts, Jewish Board, Astor Counseling, Jacobi Hospital Nurses Residence, Visiting Nurse Association, Einstein Hospital's Fisher Landau Center for Children with Disabilities, Rose Kennedy Center for Children, Ferkauf Graduate School, various religious organizations as well as the Van Nest Public Library. We have partnerships with the Bronx Zoo, Botanical Gardens, National Dance Institute, and Bronx Dance Theatre.

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 Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
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						

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - 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;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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 year, 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.

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

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 ten students in Temporary Housing.

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

STH population is eligible to receive free school meals and free transportation. Regional youth development office can provide school supplies and uniforms on an as needed basis. At-risk counseling is offered through the guidance office. There are individual grade meetings where the topic of child abuse and neglect is discussed. Parent/teacher meetings are conducted where guidance addresses various issues with parents; materials are readily available in the parent coordinator office and guidance offices.

Each classroom teacher has been advised of the necessity of personal safety and character training lessons on an ongoing basis. Literature is available for read-alouds to stimulate classroom production. Child Abuse Prevention Workshops have been scheduled. Incentives are given for children to come to school on a consistent basis through guidance and classroom teachers. Referral to the appropriate outside agencies will be done through guidance and the Regional Attendance Teacher. The students and temporary housing are assigned a social worker that provides students with intervention and support services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
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. 105 Sen Abraham Bernstein					
District:	11	DBN:	11X105	School		321100010105

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		93.0	94.1	93.6
Kindergarten	225	234	225				
Grade 1	269	260	271	Student Stability - % of Enrollment:			
Grade 2	262	272	263	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	246	234	237		91.1	91.7	93.9
Grade 4	207	237	252				
Grade 5	273	214	234	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		69.3	85.0	87.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		24	58	63
Grade 12	0	0	0				
Ungraded	2	14	8	Recent Immigrants - Total Number:			
Total	1484	1465	1490	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					35	35	39

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	71	72	62	Principal Suspensions	3	4	0
# in Collaborative Team Teaching (CTT) Classes	78	84	104	Superintendent Suspensions	5	3	2
Number all others	73	79	95				

These students are included in the enrollment information above.

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	116	119	117
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	19	14
# receiving ESL services only	339	349	TBD				
# ELLs with IEPs	9	55	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	5	9

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	100.0	97.3
				% more than 2 years teaching in this school	68.1	76.5	93.2
				% more than 5 years teaching anywhere	57.8	62.2	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	92.3
American Indian or Alaska Native	0.5	0.6	0.5	% core classes taught by "highly qualified" teachers	97.3	99.0	97.9
Black or African American	13.3	12.6	13.3				
Hispanic or Latino	64.5	65.0	64.9				
Asian or Native Hawaiian/Other Pacific	10.0	9.8	9.4				
White	11.5	11.3	11.7				
Male	51.7	52.4	51.5				
Female	48.3	47.6	48.5				

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:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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 5	District 11	School Number 105	School Name Abraham Bernstein
Principal Christopher Eustace		Assistant Principal Evelyn Alier	
Coach type here		Coach type here	
Teacher/Subject Area Ana Delacruz/E.S.L.		Guidance Counselor type here	
Teacher/Subject Area Lawrence Holz/E.S.L.		Parent type here	
Teacher/Subject Area Marg Ripley/E.S.L.		Parent Coordinator Ivette Morales	
Related Service Provider		Other Jane Sellberg/E.S.L.	
Network Leader Elmer Meyers		Other type here	

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	8	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1493	Total Number of ELLs	353	ELLs as Share of Total Student Population (%)	23.64%
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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.

The ELL Identification Process

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested using the Language Assessment Battery-Revised (LAB-R) within ten days of registration. The administrations of the HLIS and the initial screening is conducted by the ESL teachers: Ms. DeLaCruz, Ms. Ripley, Mrs. Sellberg, and Mr. Holz. One of the ESL teachers interviews and assists the parent with completing the HLIS. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English language proficiency. If based on the informal interview student is dominant in another language, the LAB-R is administered by the ESL teachers mentioned above to determine ELL eligibility.

Our Spanish speakers are tested with the Spanish LAB if they qualify for services based on the LAB-R results. The results determine our ELLs population, which can be further identified as ELLs Native Spanish Speakers or ELLs with other native languages. Subsequently, within the ten days of registration our school holds a parent orientation. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by the E.S.L. teachers mentioned above, and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting. Many parents (lately over 74%) attend the informative meeting and select a program at that time. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. A copy of all these parent letters is filed in a binder.

Each year, only a few parents choose a program other than Freestanding English as a Second Language. Most who initially choose another program reconsider upon learning that the schools offering their program of choice are at a distance from their home. They reject the transfer option and keep the child in our school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	353	Newcomers (ELLs receiving service 0-3 years)	230	Special Education	63
SIFE	6	ELLs receiving service 4-6 years	108	Long-Term (completed 6 years)	15

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	230	6	39	108	0	24	15	0	0	353
Total	230	6	39	108	0	24	15	0	0	353

Number of ELLs in a TBE program who are in alternate placement: 0

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	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								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
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								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	
	ELL	EP																		
Spanish	0		0		0		0		0		0								0	0
Chinese	0		0		0		0		0		0								0	0
Russian	0		0		0		0		0		0								0	0
Korean	0		0		0		0		0		0								0	0
Haitian	0		0		0		0		0		0								0	0
French	0		0		0		0		0		0								0	0
Other	0		0		0		0		0		0								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		0		0		0	0
Chinese	0		0		0		0		0	0
Russian	0		0		0		0		0	0
Korean	0		0		0		0		0	0
Haitian	0		0		0		0		0	0
French	0		0		0		0		0	0
Other	0		0		0		0		0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	26	46	45	32	53	40	0	0	0	0	0	0	0	242
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Bengali	0	2	1	2	3	2	0	0	0	0	0	0	0	10
Urdu	4	4	2	2	6	5	0	0	0	0	0	0	0	23
Arabic	8	10	8	8	4	6	0	0	0	0	0	0	0	44
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	3	2	3	2	3	4	0	0	0	0	0	0	0	17
Other	1	5	1	2	3	1	0	0	0	0	0	0	0	13
TOTAL	42	70	60	49	73	59	0	353						

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.

Programming and Scheduling:

Our total student population is 1493 students, of which 24% represents our English Language Learners (ELLs). The ELLs population at PS 105 counts 353 students from Kindergarten through Fifth grade. Our school offers a Freestanding English as a Second Language (ESL) Program. The Freestanding ESL Program in grades K-5 consists of three instructional program models: self-contained ESL classes, a push-in model, and a pull-out model. Our culturally diverse ELLs population is comprised of 242 Spanish native speakers and 111 speakers of lower incident languages, such as Albanian, Urdu, Arabic, and Vietnamese. In order to meet their educational needs, as well as those of Students with Interrupted Formal Education (SIFE), we provide additional enrichment programs beyond the school day. Mainstream ESL student services are provided through the push-in, pull-out model.

Our overarching goal is to ensure that all programs offered to our English Language Learners will foster academic achievement in all content areas and that the students reach proficiency in English by the end of their third year in the NYC school system. Our program also

aims to attain the following high-priority goals:

- To increase reading achievement of all ELL students throughout grades K-5.
- To provide a standard based curriculum [Math, Science, Social Studies, English Language Arts (ELA), etc.] that is in alignment with the ESL standards.
- To ensure that appropriate accommodations, interventions and modifications are provided for the ELLs in order to show gains across all content areas.

SIFE and Newcomers

Title III funds are used to provide these students with supplemental instruction. Two programs are offered: a Saturday Academy program for our SIFE/Newcomers in grades K-5, and an AIS program in which a bilingual-certified teacher pushes into their classes to provide small group instructions, 8 periods a week. In addition, they receive AIS from ELA and Math specialists.

ELLs with 4 to 6 years and Long-Term ELLs

AIS in ELA and Math from literacy and math specialists three to four times a week. In addition, they attend after school programs.

Special Needs ELLs

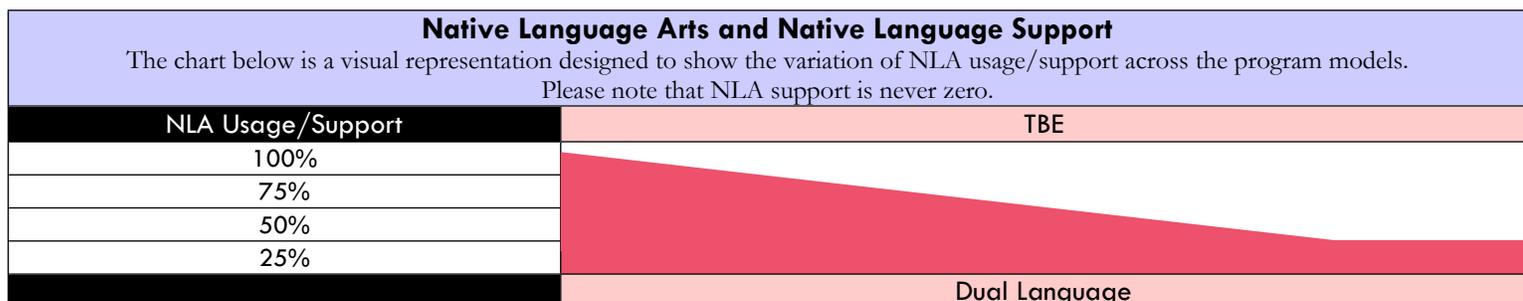
ESL students with special needs are placed in special education classes, collaborative team teaching classes or mainstream classes with resource room services.

Former ELLs

AIS in ELA and Math from literacy and math specialists three to four times a week. In addition, they attend after school programs. They get testing accommodations for up to two years.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Programming and Scheduling Information--Continued

In our freestanding ESL Programs, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT. The Fall 2010 LAB-R results and continuous LAB-R testing for new admits indicates two groups of students: those who are proficient and will not require mandated services, and those who need services and are then serviced accordingly as either "Advanced" or "Beginner/Intermediate".

Our self-contained classes in grades K-2 serve students in the beginning, intermediate, and advanced levels. They receive the mandated 360 minutes per week of ESL instruction aligned with ELA standards. All students received the mandated 180 or 360 minutes per week of ESL instruction aligned with ELA standards. In all programs, content area instruction is taught in English using ESL strategies.

The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. For example, the content topics found in a shared read or our Into English, English to a Beat, and Houghton Mifflin Levelled Readers series become the vehicle of second language learning. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. This Sheltered English Instruction also incorporates scaffolding techniques that can be removed as learners are able to demonstrate more proficiency and autonomy. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Smart Boards are present in most classrooms and Willow-Carts are available for use as needed. In addition, classrooms are scheduled to use the computer Lab and lessons are facilitated by the computer or classroom teacher. Audio enhancement is employed by teachers in some self-contained classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is being formed to examine data and implement best practices based on research to a select group of E.S.L. students in grades 4 and 5.. In addition, an ESL materials library is maintained by the ESL Team for use by all teachers.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the LAB-R, based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grades 3-5. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. Once ELLs reach proficiency, they continue to receive Academic Intervention Services (AIS) in math and ELA according to their individual needs. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Bronx Dance Theatre, National Dance Institute (NDI), Art Club, and Glee Club are offered to students in grades 1-5.

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.

Professional Development and Support

All teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies.

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?

Parental Involvement

Historically we have offered, and intend to continue to offer, a Saturday Academy to the parents of ELLs. All parents are invited to our Family Literacy and Math Workshops which are held in the evenings, to support them in helping their children at home. Our Parent Coordinator and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. Our school parent coordinator distributes a survey in English/Spanish to establish workshop topics in response to needs of all parents in the school. Some workshops assist parents of ELLs specifically in navigating the resources in the school and community. Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meeting and conferences through our ESL teachers, Assistant Principal, Parent Coordinator and Administrative staff. We have Albanian, Russian, Mandarin Chinese and Arabic speaking teachers available for the aforementioned situations as well. We reach out to the Urdu-speaking parents and parents of other lower-incident language speakers to assist us when they are present. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

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)	24	49	16	7	14	9	0							119
Intermediate(I)		18	23	22	17	14								94
Advanced (A)	18	4	22	18	42	36								140
Total	42	71	61	47	73	59	0	0	0	0	0	0	0	353

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	5	0	0	3	2								
	I	10	7	1	7	6								
	A	25	34	9	22	21								
	P	24	14	31	36	26								
READING/ WRITING	B	42	11	2	11	4								
	I	20	21	24	17	15								
	A	2	16	15	39	31								
	P	0	7	0	1	5								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	23	18	0	63
4	11	32	9	0	52
5	12	11	6	0	29
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	18		36		19		1		74
4	5		33		18		4		60
5	2		19		12		4		37
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	2		10		37		11		60
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		6		20		1		36
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Data Analysis

In analyzing the data patterns across proficiency levels and grades on the Lab-R and NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the Intermediate, Advanced and Proficient levels. Compared to last year's data, this trend is now noticeable as they move through grades K-5. As students move from K to 1 a measurable improvement is noticed in the combined modalities of listening and speaking, as they are scoring at the Advanced and Proficient levels for these modalities. This can be seen on the data recorded under NYSESLAT Modality Analysis for grade K, which represent this year's first graders. The overall Proficiency results recorded for K students are based on the LAB-R administered in the Fall of 2010. It should be noted, that the beginner and intermediate levels for the LAB-R for all grades are combined as one group and recorded on the beginner section. A distinction between beginner and intermediate levels cannot be made since we only have one cut score for B/I and one for Advanced. Therefore, the K data does not show any intermediate results since this represents LAB-R results. Grades 1-5 levels show a combination of NYSESLAT and LAB-R results.

In order to determine instructional decisions, the NYSESLAT modalities in listening/speaking and reading/writing are analyzed. The results reveal that all students are performing well in listening and speaking. In reading and writing modalities grades 3 and 4 continue to show progress. Grades K-2 continues to need more support in this area. However, grade 1 this year's 2 grade has shown some progress in the reading and writing modalities. Some of the need for grades K-2 may be attributed to our newly enrolled ELLs in K (this year's 1st). Subsequently, as they move on to first grade they show some improvement but most remain at the beginner level. Our 2nd graders (this year's 3rd) show average gains and score mostly at the intermediate level mainly due to the change in NYSESLAT grade span at this level. In grade 3 (this year's 4th) and grade 4 (this year's 5th), most students move to the advanced level as they continue to test within the same grade span. Our last year's Fifth grade that moved on to Middle School showed great advancement. 29% of this population attained proficiency while 71% either remained at the Advanced level or moved from Intermediate to Advanced.

In analyzing the ECLAS-2 results, the data support the reading and writing concerns seen on the NYSESLAT for grades K-2. However, this year's second grade has shown some improvement in writing. The data indicates that most students across the grades are performing below the expected ECLAS levels.

On the other hand, ELA and content area exams in math and science for grades 3-5 show steady progress. Most students are scoring between levels 2 and 3 with some scoring level 4 in math and science. In 2009-2010, a smaller percentage of ELLs scored at level 1 than in the previous year on the 4th grade Math exam. For both the Science and Social Studies exams, a higher percentage of ELL students received scores on either level 3 or 4 compared to the previous year. Further, a lower percentage of ELLs received level 1 scores than in the previous year. Most students scoring at level 1 on the ELA are those tested during their second year of ESL services. It should be noted that our students get translated versions for content area exams available in the native language, such as Spanish. For those languages without written translation, oral translations are offered. This accommodation has been an important component in the success of the students.

The success of our programs for ELLs is evaluated through multiple methods. At present, the school has an inquiry team which follows the progress of targeted ELLs in grades 4 and 5. Additionally, teachers are assessing their students through running records, conferencing, unit exams, and portfolios on a continuing basis. The information gathered to show students' progress substantiates the effectiveness of programs in place for ELLs.

Additional Information

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

Additional Information

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11X105

All Title I SWP 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:	\$1,032,984	\$799,225	\$1,832,209
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,329	\$7,992	\$18,321
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$51,645	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$103,298	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%

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.

Assisted teacher in contacting college to acquire needed information. Teacher is now HQ.

* 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**.

Explanation – School Parental 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, in consultation with parents, 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.

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.

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. **pg 42**

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **pg 42**
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **pg 42**
 - Help provide an enriched and accelerated curriculum. **pg 43**
 - Meet the educational needs of historically underserved populations. **pg 43**

- 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. **pg 43**
 - Are consistent with and are designed to implement State and local improvement, if any. **pg 43**
3. Instruction by highly qualified staff. **pg 44**
 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. **pg 44**
 5. Strategies to attract high-quality highly qualified teachers to high-need schools. **pg 45**
 6. Strategies to increase parental involvement through means such as family literacy services. **pg 45**
 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. **pg 45-46**

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. **pg 46**

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. **pg 46-47**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **pg 47**

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 Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$1,032,984	X	
Title I, Part A (ARRA)	Federal	X			\$799,225	X	
Title II, Part A	Federal	X			\$637,662	X	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

