



THE PARKCHESTER SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11X106

ADDRESS: 2120 ST. RAYMOND AVENUE – BRONX, N.Y. 10462

TELEPHONE: 1-718-892-1006

FAX: 1-718-823-8008

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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 |
|---------------------|--|-----------|
| Eugenia L. Montalvo | *Principal or Designee | |
| Penny Block | *UFT Chapter Chairperson or Designee | |
| Patricia Koonce | *PA/PTA President or Designated Co-President | |
| Marie Plaisir | 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 | |
| Yesenia Criaes | Member/IEP Teacher | |
| Jacqueline Heyward | Member/Literacy Coach | |
| Christina Martz | Member/Art Teacher | |
| Marla Smith | Member/Title I Math Teacher | |
| Maria Flecha | Member/Parent | |
| Nubi Rodriguez | Member/Parent | |
| Margaret Gonzalez | Member/Parent | |
| Maria Rivera | Member/Parent | |

(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.

The vision of the Parkchester School, Public School 106 is to promote well-rounded students. We will provide our students with the necessary knowledge of technology and the ability to gather and to understand information in all curriculum areas. Our students will be ready to meet the unforeseen challenges ahead. Our goal is to instill in our children a respect for individuals and their community. Our children will grow to be responsible, self-sufficient citizens.

The Parkchester School is a Pre- K – 5 School of approximately 1240 students. Students and staff represent a variety of cultures and ethnicities. In addition to the main school building, our (2) Pre-K and (9) Kindergarten classes are located at MS 127. The school day begins at 8:10 A.M. and ends at 2:30 P.M. Fifty minutes extend the school day Tuesday through Thursday for AIS (Academic Intervention Services) and Enrichment programs. Our school provides programming for ELL (English Language Learners) students. In addition, inclusion classes and self-contained classes are offered for students with special needs.

One cannot help but be amazed at the flurry of activity taking place. School enthusiasm is reflected in the high quality of work displayed throughout the school. Underlying it all is the invisible and relatively silent activity of staff and parents working to find all that can be done to best serve the needs of our children.

The Parkchester School is a Title I SWP (School Wide Programs) School. During school year 2009 - 2010 45.9% of our students achieved levels 3 & 4 on the NYS ELA (English Language Arts) exam and 62.7% achieved levels 3 & 4 on the NYS Mathematics exam.

P.S. 106 was recently recognized by NYS Commissioner of Education Richard Mills as one of New York State's rapidly improving schools for increasing student performance in literacy, mathematics and science while at the same time closing the gap in student performance in these areas.

Staff members, with the support of the **Literacy Coach**, will continue to implement a **Comprehensive Balanced Literacy Approach** in their classrooms through the use of the **Harcourt Reading/Intervention Program (K-5)**, **Wilson Reading Intervention Program (K-2)**, **content area libraries and leveled libraries (K-5)**. In addition, during academic School Year 2010 – 2011 our staff will be provided with on-going professional development on the New Common Core State Standards.

A **Balanced Mathematics Program** utilizing the research based **(EDM) Everyday Mathematics Program supplemented by Math Steps** will continue (K-5).

The Parkchester School has incorporated a variety of **enrichment** opportunities for students in Grades Pre K - 5. Outside art residencies expose children to dance, theater, visual arts and music. During school year 2010 - 2011 all of our 4th grade teachers will collaborate with artists from **Studio in the School** connecting the Arts to academic achievement and our 4th graders will continue to participate in the **Ballroom Dancing** program as well. Field trips and live performances supplement the Arts. The **Renzulli Program** provides differentiated instruction through enrichment clusters. The 150 minute extended day is utilized to provide enrichment for those students who exhibit talent in music, art, drama and technology/writing.

Use of the **SWPBIS** (School Wide Positive Behavior Intervention and Support) **Program** has encouraged our students to become responsible decision makers by exhibiting qualities of good citizenship. Together students, parents, staff and community cooperate to provide a safe, child-centered environment that builds self-esteem, self-discipline and the essential skills for lifelong learning.

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.

- Administration will assure that all Federal, State and Local services and programs are coordinated and integrated at the school level in collaboration with the District Superintendent and LLSO staff.
- Guest speakers to address staff, parents and students
- Student assemblies
- Collaboration with other schools
- Networking with community based organizations

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|----------|---------------|--------|--------------------------|--------------|
| School Name: | P.S. 106 | | | | |
| District: | 11 | DBN #: | 11X106 | School BEDS Code: | 321100010106 |

| DEMOGRAPHICS | | | | | | | | | |
|--------------------------------------|---|---------------------------------------|---------------------------------------|---|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 59 | 69 | 72 | | 92.2 | 93.4 | 93.5 | | |
| Kindergarten | 180 | 187 | 181 | | | | | | |
| Grade 1 | 197 | 197 | 194 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 202 | 163 | 192 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 210 | 199 | 180 | | 89.7 | 89.7 | TBD | | |
| Grade 4 | 207 | 218 | 188 | | | | | | |
| Grade 5 | 182 | 209 | 217 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | 77.9 | 76.5 | 80.3 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | 11 | 47 | TBD | | |
| Grade 12 | | | | | | | | | |
| Ungraded | 1 | 1 | 7 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 1238 | 1243 | 1231 | | 26 | 29 | 49 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Number in Self-Contained Classes | 62 | 58 | 56 | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 40 | 51 | 48 | Principal Suspensions | 11 | 13 | TBD |
| Number all others | 24 | 44 | 39 | Superintendent Suspensions | 20 | 6 | TBD |
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| | | | | CTE Program Participants | 0 | 0 | 0 |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 189 | 189 | 174 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 16 | 8 | 29 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 85 | 87 | 87 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 14 | 13 | 13 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 4 | 5 | 8 |
| | 0 | 0 | TBD | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 97.6 | 100.0 | TBD |
| American Indian or Alaska Native | 1.0 | 1.0 | 0.6 | Percent more than two years teaching in this school | 71.8 | 72.4 | TBD |
| Black or African American | 35.1 | 32.9 | 31.6 | Percent more than five years teaching anywhere | 71.8 | 71.3 | TBD |
| Hispanic or Latino | 41.2 | 40.2 | 39.2 | Percent Masters Degree or higher | 87.0 | 93.0 | TBD |
| Asian or Native Hawaiian/Other Pacific Isl. | 21.6 | 24.9 | 26.9 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.4 | 98.4 | 98.4 |
| White | 1.1 | 0.9 | 1.4 | | | | |
| Multi-racial | n/a | 0.1 | 0.3 | | | | |
| Male | 49.0 | 49.0 | 49.8 | | | | |
| Female | 51.0 | 51.0 | 50.2 | | | | |

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

| <u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u> | <u>Category (Check <input checked="" type="checkbox"/>)</u> | | |
|--|---|---------|---------------|
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | X | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |
| Restructuring (year 1) | | | |
| Restructuring (year 2) | | | |
| Restructuring (Advanced) | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|---|----------------------------|--|
| | ELA: | ✓ | ELA: | |
| | Math: | ✓ | Math: | |
| | Science: | ✓ | Grad. Rate: | |

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

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

Key: AYP Status

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009 - 2010 | | Quality Review Results – 2008-09 | |
|--|------|---|----|
| Overall Letter Grade | B | Overall Evaluation: | NR |
| Overall Score | 45.4 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 8.7 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 7.9 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 26.3 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 2.5 | Quality Statement 5: Monitor and Revise | |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

During school year 2009-2010 a **needs assessment** was conducted to determine our areas of strengths, challenges and accomplishments by analyzing our NYC Progress Report (2009 & 2010), Quality Review Report (2007), the New York State School Report Card (2009 & 2010), NYSTART reports and Inquiry Team recommendations. Trends in performance and student progress enabled us to highlight our areas of need.

- Based on data from the 2009-2010 English Language Arts Exam, as reported on the 2009-2010 Progress Report, 45.9% of students tested in Grades 3-5 are at a Proficiency Level of 3 or 4. Teacher Team meetings will focus on how we can improve achievement for our students in grades 3-5. Classroom, SETSS, ESL and Title I Reading teachers will articulate weekly to assist with this effort.
- Based on data from the 2009-2010 NYS Math Exam, as reported on the 2009-2010 Progress Report, 62.7% of students tested in Grades 3-5 are at a Proficiency Level of 3 or 4. Teacher Team meetings will focus on how we can improve achievement for our students in grades 3-5. Classroom, Title I Math, SETSS, and ESL teachers will articulate weekly to assist with this effort.
- Based on the NYS ELA/ Math Assessment results, the team decided to change the focus to grades 4 and 5 in order to insure adequate growth. We will focus on needs of these students. During school year 2010-2011 our **Inquiry Team** is targeting students in grades 4 and 5 who fall in the lowest one-third according to New York State ELA and Math assessments.
- According to our Demographic Profile, there has been a steady increase in our ELL population. We recognize a deficiency in the areas of reading and writing on the NYSESLAT. In particular, ELL students do not attain proficiency level on the NYSESLAT for several years. As a preventative measure, ELL students were integrated within classes based on their proficiency level (Beginner, Intermediate, Advanced) scored on the NYSESLAT. We have three full time ESL teachers to better address the needs of this population by infusing ESL instruction within the classroom through a push-in model for Grades 1-5 and a pull-out program for Kindergarten.
- To strengthen our communication among and between the school and parents, we have implemented weekly Communication Folders. These folders are disseminated each Wednesday as a means of informing parents of current and upcoming school activities. It also serves as a vehicle for parent/teacher communication. In addition, we are launching a school website during the 2010-2011 school year that will highlight current school events and curriculum as well as provide another venue for

community dialogue. To further increase parent awareness of their child's academic progress, we are using Data-cation. Data-cation is a website that links systems to enable, teachers, parents, and students to easily view, analyze, and/or cross-reference data on a child's progress.

- To expand our curricular and extracurricular activities, teachers at PS 106 have put into place a variety of enrichment opportunities such as chorus, art club, drama club, physical fitness group and school newspaper. We also utilize outside resources as such Ballroom Dancing, trips to educational and cultural sites, and visits from educational and arts residencies. The Studio In A School Program will be entering its second year. This three-year grant enhances curriculum through the arts.
- In striving to achieve a Well-Developed on our **2011** Quality Review, we have focused on ensuring that teachers use all available data to plan instruction that is sufficiently differentiated to meet the needs of each child. Use of data binders as "living documents" and analyzing data found on ARIS (Achievement Reporting & Innovation System) and ACUITY (Periodic Assessment Program) will continue to be areas of focus. Furthermore, we will continue to extend our analysis of student achievement data to include the performance of all subgroups during our weekly teacher team meetings. We also work in conjunction with the Project Achieve Community Outreach Program. This community-based program offers students tutoring, clubs, and has supported our PBIS program. Through Professional Development sessions, PBIS meetings, parent workshops, teacher team meetings, curriculum mapping and student goal setting, all members of the school community are engaged in devising a strategic plan for improving the progress of the school that includes well understood goals, actions, timelines and incremental measures of success.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

| | |
|--|---|
| <p>By June 2011, the lowest third in the fourth and fifth grade students will increase from the 47th growth percentile to 52nd growth percentile on the NYS ELA Assessment as measured by the Progress Report criteria.</p> | <p>Based on the NYC Progress Report data for school year 2009-2010, the lowest third in grades four and five scored at the 47th growth percentile on the NYS ELA Assessment. By focusing on the specific needs of this targeted population through Inquiry work and direct differentiated classroom instruction, our goal will be obtained.</p> |
| <p>For school year 2010-2011, 42.5% of our ELL population will be at the 75th growth percentile or higher in the NYS ELA Assessment as measured by NYC Progress Report criteria.</p> | <p>Based on NYC Progress Report data for school year 2009-2010, 37.5% of our English Language Learners (ELL) in grades 4 and 5 scored at the 75th growth percentile or higher. By focusing on the specific needs of this ELL population through Inquiry work and direct differentiated classroom instruction, our goal will be obtained.</p> |
| <p>By June 2011, the lowest third in the fourth and fifth grade students will increase from the 53rd growth percentile to the 58th growth percentile on the NYS Math Assessment as measured by the Progress Report criteria.</p> | <p>Based on the NYC Progress Report data for school year 2009-2010, the lowest third in grades four and five scored at the 53rd growth percentile on the NYS Math Assessment. By focusing on the specific needs of this targeted population through Inquiry work and direct differentiated classroom instruction, our goal will be obtained.</p> |
| <p>To increase the numbers of teachers participating in the school’s Inquiry Process/Teacher Team Meetings. During the 2009-2010 school year, 90% of the pedagogical staff participated in the Inquiry Process/Teacher Team Meetings. For the 2010-2011 school year, we will engage 100% of the pedagogical staff in the inquiry process.</p> | <p>After teacher reflection, it was concluded to further increase student learning and achievement. Students’ deficiencies need to be identified and addressed by all members of the pedagogical staff. Therefore, the Inquiry Process/ Teacher Teams will include all members of the teaching staff as well as Title I teachers, ESL teachers, cluster teachers, Coaches, and paraprofessionals.</p> |

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): English Language Arts

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, the lowest third in the fourth and fifth grade students will increase from the 47th growth percentile to 52nd growth percentile on the NYS ELA Assessment as measured by the Progress Report criteria.</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>The Inquiry Team has established a baseline using the October Predictive Assessment (Acuity) in the area of English Language Arts. Using the data from the DRA2 levels, previous NYS ELA scores, Acuity results, Harcourt Reading unit tests, conference notes and teacher judgment, the Literacy Coach, Title I Reading, Resource Room, IEP and A.I.S. will target students in the lowest third for extra support in small group differentiated instruction . The Wilson Reading Program and the Harcourt Intervention component will be used as supplemental materials. Targeted students will be invited to participate in the Saturday Academy Intervention program January 2011- June 2011. Use of Data-cation to identify, analyze and group targeted students. Use of Data-cation and ongoing Parent workshops to involve parents as key partners in their child’s growth in ELA</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Contracts of Excellence and Title I money will be used for Corrective Action, Academic Intervention (per session), professional development, supplementary educational material, administration and off site city-wide workshops. Coaches, specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction. Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers will support small group instruction. Staff will have on-going Professional Development on the implementation of the Common Core State Standards (CCSS), with support from the network 606. Participation in continuous Professional Development on the uses of the Data-cation website.</p> |

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Indicators of Interim Progress are:**
- Predictive exam results (1x per year)
 - ITA results (2x per year)
 - DRA results (December and April)
 - Harcourt Pre/Post unit tests and end of story tests
 - Team Teacher created exams
 - Conference notes

Subject/Area (where relevant): English Language Arts

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>For school year 2010-2011, 42.5% of our ELL population will be at the 75th growth percentile or higher in the NYS ELA Assessment as measured by NYC Progress Report criteria.</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>Coaches, specialists and teachers provide staff with ongoing training to ensure effective implementation of small group differentiated instruction Using the push-in/pull-out model, Title I, ESL and SETSS teachers will support small group instruction for ELL students. The Harcourt Reading program (ELL component), Pearson Word by Word Phonics, Oxford Picture Dictionary for Content Areas, Beginning Picture Dictionary, trade books and NYSESLAT preparation workbooks are supplemental materials used for ELL students. Extended Day and Saturday Academy Programs provide additional small group instruction for the reading and writing portion of the NYS ELA Assessment Use of Data-cation to identify, analyze and group targeted students. Use of Data-cation and on-going Parent workshops to involve parents as key partners in their child’s proficiency on the NYSESLAT.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Contracts For Excellence, Tax Levy and Title I monies will be used for Corrective Action, Academic Intervention (per session), professional development, supplementary educational material, administration and off site City-wide workshops. Title III money will be used to fund ELL Saturday Academy which includes all materials, staff and the parental involvement component. Staff will participate in on-going Professional Development on the implementation of the Common Core State Standards (CCSS) with support from the network 606. Participation in continuous Professional Development on the uses of the Data-cation website.</p> |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Progress will be monitored through the use of Harcourt unit tests every six to eight weeks, teacher created summative assessments including essays, (given approximately every two to three weeks), and conference notes.</p> <p>The development and maintenance of individual student assessment binders which include:</p> <ul style="list-style-type: none"> - DRA2 Assessment folders updated each October, January and May as DRA2 assessments are given and analyzed. Assessment folders are a cumulative account of a child’s progress in DRA2 from enrollment to discharge/graduation - Projected gains will be measured according to the DRA2 Continuum; between testing intervals students should move at least one step along the Continuum (Intervention, Instructional, Independent and Advanced) within grade level text <p>Teacher binders contain a class overview of DRA2 results which will provide specific data for differentiating instruction.</p> |
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Subject/Area (where relevant): Mathematics

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, the lowest third in the fourth and fifth grade students will increase from the 53rd growth percentile to the 58th growth percentile on the NYS Math Assessment as measured by the Progress Report criteria.</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>A heavier focus on problem solving strategies for all students, specifically addressing reading in this content area, strategy application and organization of written work while providing more challenging problem solving activities for Level 3 & 4 students.</p> <p>Expansion of the use of Math vocabulary.</p> <p>Continuation of Title I Math push-in to work with flexible groupings depending upon skill/concept needs of students.</p> <p>Weekly quizzes created by classroom teacher to determine mastery of skills/concepts taught</p> <p>Involvement of top classes on grades 4 & 5 in the Stock Market Game.</p> <p>Inquiry work focused on how we can better meet the needs of all students; zeroing in specifically on grade 4 slippable.</p> <p>Weekly articulation between classroom, SETSS, ESL, Title I Reading and Title I Math teachers.</p> <p>More informal observations of math lessons by administrators.</p> <p>Use of pre-assessments for EDM units to differentiate and plan lesson content.</p> <p>Differentiated professional development opportunities dependent on teacher need and expertise.</p> <p>Continue intervisitation to exemplary math classrooms.</p> <p>Use of Data-cation to identify, analyze and group targeted students.</p> |

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| | <p>Use of Data-cation and ongoing Parent workshops to involve parents as key partners in their child’s mathematical success.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Contracts For Excellence, Tax Levy and Title I monies will be used for Corrective Action, Academic Intervention per session), professional development, supplementary educational material, administration and off site City-wide workshops. Coaches, specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction. Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers to support small group instruction for students. Staff will participate in on-going Professional Development on the implementation of the Common Core State Standards (CCSS) with support from the network 606. Participation in continuous Professional Development on the uses of the Data-cation website</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>Progress will be monitored through the use of classroom visit documentation, agendas and sign in sheets, common planning time within the school program, articulation sheets, differentiated professional development, meetings between classroom, Title I Math/Reading, ESL and SETSS teachers with administration at least once a month. Results of EDM Unit tests (80% accuracy or above on specific skills/concepts) Review of Acuity Math Predictive (Jan.) and Interim Math Assessments (Nov., Mar.) specifically the item analysis report. Weekly quizzes created by classroom teachers to determine mastery of skills/concepts taught (80% accuracy) Teacher binders contain a class overview of the NYS Math item analysis report, EDM and Acuity results and student/teacher conference notes which will provide specific data for differentiating instruction.</p> |

Subject/Area (where relevant): Inquiry Process/Teacher Team

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To increase the numbers of teachers participating in the school’s Inquiry Process/Teacher Team Meetings. During the 2009-2010 school year, 90% of the pedagogical staff participated in the Inquiry Process/Teacher Team Meetings. For the 2010-2011 school year, we will engage 100% of the pedagogical staff in the inquiry process.</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>Administration will schedule common prep periods for classroom teachers/out of classroom teachers. During common prep meetings, use the expertise of out of classroom teachers in order to support a deeper understanding of all available data to best execute the curriculum and differentiate instruction. Use of Data-cation to identify, analyze and group targeted students.</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>Coaches, Contracts For Excellence, Tax Levy and Title I monies will be used for staffing Specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction. Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers to support small group instruction for students. Staff will participate in on-going Professional Development on the implementation of the Common Core State Standards (CCSS) with support from the network 606. Participation in continuous Professional Development on the uses of the Data-cation website</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Progress will be monitored through the use of classroom visit documentation, agendas and sign in sheets, common planning time within the school program, articulation sheets, differentiated professional development, meetings between classroom, Title I Math/Reading, ESL and SETSS teachers with administration at least once a month.</p> |

Subject/Area (where relevant): Data

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, we will develop teachers’ expertise in analyzing and the use of data to effectively drive instruction, enhance student performance and differentiate instruction, by increasing professional development in these areas as measured by teacher lesson plans, and formal and informal observations</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>Continue the use of ARIS and ACUITY in analyzing data. Implementation of Data-cation to effectively organize and analyze student data objectively to differentiate instruction and improve student performance Meet with teachers and staff developers in regards to how data from EDM, DRA2, E-CLAS-2, Harcourt Theme/Benchmark Assessments and teacher created assessments drives lesson planning and instruction. Offer Professional- Development opportunities to fit the needs of the various learning styles, levels, interests, and needs of our students.</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>Coaches, Contracts For Excellence, Tax Levy and Title I monies will be used for staffing Specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction. Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers to support small group instruction for students. Staff will participate in on-going Professional Development on the implementation of the Common Core State Standards (CCSS) with support from the network 606. Participation in continuous Professional Development on the uses of the Data-cation website</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Progress will be monitored through the use of classroom visit documentation, agendas and sign in sheets, common planning time within the school program, articulation sheets, differentiated professional development, Title I Math/Reading, ESL and SETSS teachers with administration at least once a month. Projected gains will be measured according to the DRA2 Continuum; between testing intervals students should move at least one step along the Continuum (Intervention, Instructional, Independent and Advanced) within grade level text. Results of EDM and Harcourt Unit tests (80% accuracy or above on specific skills/concepts) Review of Acuity ELA/Math Predictive (Jan.) and Interim ELA/ Math Assessments (Nov., Mar.), specifically the item analysis report</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 50 | 45 | N/A | N/A | 10 | 0 | 0 | 0 |
| 1 | 75 | 60 | N/A | N/A | 8 | 0 | 0 | 0 |
| 2 | 85 | 85 | N/A | N/A | 12 | 0 | 0 | 0 |
| 3 | 90 | 90 | N/A | N/A | 20 | 0 | 0 | 0 |
| 4 | 95 | 95 | | | 15 | 0 | 0 | 0 |
| 5 | 95 | 95 | | | 12 | 0 | 0 | 0 |
| 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

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| 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: | Push in/Pull out services provided during school day to Level 1 and 2 students in grades 2-5. Services provided four times a week, 45 minutes/session. Small group and (1) to (1) learning using Harcourt Reading Program and leveled readers as well as teacher provided materials focusing on comprehension skills, note taking, writing skills and mechanics. |
| Mathematics: | Push in services provided during school day to Level 1 and 2 students in grades 2-5. Services provided three times a week, 45 minutes session. Small group and (1) to (1) learning, hands on learning using EDM and Math Steps as well as teacher provided materials focusing on problem solving techniques, showing work in an organized fashion and writing in mathematics to justify and explain reasoning. |
| Science: | During the academic school day all students receive Science instruction from their classroom teachers as mandated by the State Department Of Education. The NYS Standards are implemented, as well as the NYC Department of Education Scope and Sequence. Our students also receive science hands-on support once a week by the science cluster. Materials that we use to implement our Science Curriculum are trade books and The MacMillan Science Program. In addition, students are encouraged to use the internet and research topics, based on their grade curriculum. During after school programs teachers will also provide small group instruction to our students. |
| Social Studies: | During the academic school day all students receive Social Studies instruction from their classroom teachers as mandated by the State Department of Education. The NYS Standards are implemented, as well as the NYC Department of Education Scope and Sequence. Our students also receive Social Studies instruction from the Social Studies/ELA and Library Cluster teachers. In addition, we strongly encourage our teachers to teach social studies by using an interdisciplinary approach. During after school programs teachers will also provide small group instruction to our students. The materials core curriculum that we use are trade books and The MacMillan Social Studies Program. |
| At-risk Services Provided by the Guidance Counselor: | At risk students are serviced once a week for 30 minutes either individually or in a group during the school day. |

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| At-risk Services Provided by the School Psychologist: | At risk students are serviced based on parental consent, teacher recommendation and as the need is there. |
| At-risk Services Provided by the Social Worker: | At risk students are serviced based on parental consent, teacher recommendation and as the need is there. |
| At-risk Health-related Services: | At risk students are serviced as the need is there and based on teacher recommendation. |

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: 163 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) Title I Reading and Math, Guidance Counselor, SAPIS worker, Assistant Principals

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.

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.

All English Language Learners receive daily ESL services and ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped within heterogeneous classes according to their NYSESLAT levels (Beginner, Intermediate, Advanced). Our ESL teachers push in and co-teach ELA/MATH/ SCIENCE and/or SOCIAL STUDIES with the common branches classroom teachers. The ESL teachers rotate from classroom to classroom in order to support, enrich and supplement the learning of the ELL population. In addition, newly admitted ELLs are evaluated and placed utilizing the results of the LAB-R. Within individual classrooms, ELLs are placed in flexible reading and math groups based upon school assessments (DRA scores, baseline writing, math baseline assessments) and learning needs. Students are provided Title I Reading & Math services where required. Where mandated, ELLs receive additional services as per their IEP. All ELLs (including SIFE and newcomers) are encouraged to participate in extended day programs, academic intervention programs, test preparation programs and Saturday Academy programs. All ELL'S targeted subgroups, as well students in Grades 1-5 are invited to participate in our Extended Day, Saturday Academy program and receive intervention services in English Language Arts as well as through the content areas. This academic support is done by the ELL Specialist/Teacher. Former ELL students are also invited to participate in our Extended Day Academic Intervention Program. These students continue to receive their prescribed English as a Second Language instructional academic and language support. English Language Learners at the Beginning and Intermediate levels are mandated 360 minutes of ESL instruction per week and Advanced ESL students 180 minutes. Each ESL teacher has five periods a day available for instruction. Our three license/certified ESL teachers differentiate instruction for our English Language Learners depending on their ability level.

English Language learners in grades one through five are eligible for the 50 minute extended day instruction which is held on Wednesdays and Thursdays during extended day program, 2:30 P.M. – 3:20 P.M. starting in September 2010 and concluding June 2011. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and Content Area scores. The primary focus of instruction is language development in the four modalities, and development of higher order thinking skills in listening speaking, reading and writing. The development of content area strength will also be an area of focus. Teachers in the program will implement the Point of Entry Model of instruction and the implementation of best practices through accessing prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks.

Budget permitting, The Saturday Academy program will run from January 2011 to May 2011 (grades 3-5), January 2011 – June 2011 (grades 1-2) during the hours of 8:30 A.M. to 12:30 P.M. Each session will be 4 hours. Students will continue to work on language skills including the language of learning in content areas.

The following table summarizes this differentiation.

| LEVEL | SKILLS | INSTRUCTIONAL METHODOLOGIES/TECHNIQUES | MATERIALS/RESOURCES |
|------------------|--|---|------------------------------------|
| BEGINNING | Listening | TPR (Total Physical Response) | Word by Word Phonics |
| | Speaking | Read - Alouds | Macmillan Leveled Readers |
| | Reading | Guided reading | Oxford Picture Dictionaries |
| | Phonics | Choral reading | Cloze materials |
| | Decoding | Interactive read alouds | Trade books |
| | Viewing | Hands-on activities | Teacher made materials |
| | NYS Testing & NYSESLAT prep | Visuals/graphics/illustrations | Santillana series |
| | | Language Experience Model | Spotlight on English |
| | | Listening stations | |
| | | Mostly 1 to 1 instruction | |

| LEVEL | SKILLS | INSTRUCTIONAL METHODOLOGIES/TECHNIQUES | MATERIALS/RESOURCES |
|---------------------|--|---|--|
| INTERMEDIATE | Listening | TPR | Word by Word Phonics |
| | Speaking | Differentiated group instruction | Macmillan Leveled Readers |
| | Reading (strategies focus on comprehension skills) | Group work | Harcourt Reading program(ELL component) |
| | Skimming | Read alouds | Oxford Picture Dictionaries |
| | Use of graphic organizers | Guided reading | Oxford Content Dictionaries |
| | Writing (using visuals as prompts or from student experience) | Choral reading | Trade books |
| | Use of technology | Listening stations | Teacher made materials |
| | | | Santillana series |
| | | | Spotlight on English |
| | | NYS Testing & NYSESLAT prep | Hands-on experiences |
| | | Visuals/graphics/illustrations | |

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|-----------------|---|---|--|
| ADVANCED | Reading | TPR | Authentic materials (real life reading and writing) |
| | Writing | Independent writing (depending upon grade level) | Macmillan Leveled Readers |
| | | | |
| | Critical Analysis | More dialogue | Harcourt Reading program(ELL component) |
| | Writing mechanics/grammar | Differentiated group work | Trade books |
| | Phonics (depending upon grade level) | Independent reading | Teacher made materials |
| | Use of technology | | Oxford Content Dictionaries |
| | NYS Testing & NYSESLAT prep | | Santillana series |
| | | | NY Journey for ELLs (Rosen classroom books & materials) |
| | | | Content Area libraries (grade level appropriate) |
| | | | Kid Pix & Discovery Kids (technology) |
| | | | Spotlight on English |

The curriculum map is used to enhance Literacy skills. The curriculum map is used by the school as a whole and is arranged according to grade, skill, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Mathematics, reading, writing, social studies and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the State Standards. ESL students learn sight words plus words that they will need to understand directions and instruction in their classrooms.

A significant amount of manipulatives, pictures and regalia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response (TPR) as well as sequencing organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to needs and abilities. Different stations are used in order to help students address their areas of weakness and enhance their strengths. Students complete their work in groups, participate in “turn and talk”, and conference with one another in order to better understand their strengths and areas where improvement is needed. The implementation of the RTI (Response to Intervention) supports the scaffolding of student instruction.

Newly arrived students and students who have been in the New York City Public School system for less than three years receive instruction in the core courses through ESL. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an MP3 player). ELLs also take part in guided readings, group readings and independent reading. Students learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth in preparation for the NYSESLAT, ELA and Content Area State exams.

Higher expectations are placed on students who have been in the NYC Public School system for 4 – 6 years. Instruction is conducted at a higher level. These ELLs are more familiar with graphic organizers and the methodologies used in ESL instruction. They are encouraged to work independently and participate in group work with less supervision. They are constantly asked to edit their own work prior to handing it in to the teacher. ESL teachers at P.S. 106 have implemented methods such as writing workshops, free writing (including journal writing) to sharpen students' skills. There are several long-term ELL students (6 or more years). These students are constantly encouraged to do their best and continue to receive instruction according to the mandates of ESL. High expectations are placed on these students as well as a great deal of scaffolding using the aforementioned methods. Their needs are constantly reassessed and their instruction is enhanced by the constant use of manipulatives and pictures. Instruction is differentiated based on the students' needs in literacy and the content areas. These ELL students participate in group work and are usually paired with other students who can support their understanding of the material.

The ELL/Students with Disabilities (SWD) population receive mandated teacher support services (SETSS) as per IEP prescription with or without monolingual services with ESL. The ELL/SWD population is serviced per IEP designation of five periods per week in a separate location in a maximum group size of eight. The ELL/SWD population is tested with THE BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS. THE ELL/SETSS population receives instructional services which supplement regular classroom instruction. The goal of the SETSS program for the ELL/SWD population is to provide direct individualized and small group instruction addressing specific learning deficits enabling the ELL/SWD population to function successfully in the mainstream.

The ELL/SWD population is expected to achieve the following long term objectives:

- develop and refine a cluster of key reading skills; identifying the main idea, identifying details, making inferences, drawing conclusions and interpreting picture clues within 25 and/or 50 units in a specific multiple skills series leveled reading book.
- develop and refine basic phonics concepts necessary for beginning through intermediate readers and strengthen visual perception using the Explode the Code series leveled workbooks
- develop and refine phonetic decoding as a strategy for unlocking meaning from a text using semantic and syntactic clues, sounds and deciphering unknown words within the clues to meaning
- develop and refine the ability to solve mathematical word problems using mathematical terms, vocabulary and language to explain solutions clearly, logically, and legibly showing mathematical ideas in a variety of ways.
- develop and refine the ability to understand the conventions, grammar, and usage of the English language in written or spoken text to represent oneself appropriately by drafting, revising, correcting, editing and clarifying a written response
- develop and refine arithmetic and number concepts skills for adding & subtracting with and without regrouping, multiplying, and dividing in order to decipher and compute simple to more complex operations within problems

ELL students that have scored Proficient on their NYSESLAT assessment continue to receive transitional support for two years. All ELL students, including students scoring Proficient, have access to a growing library of bilingual literature with a strong focus on multicultural

literature. Students that have scored Proficient are still afforded ELL testing accommodations during their first two school years as English proficient. This extension will provide former ELLs with the opportunity to demonstrate their content knowledge while developing their linguistic and academic skills. Possible testing accommodations include: Time Extension, Separate Location, Third Reading of Listening Section (ELA only), Bilingual Glossaries, Simultaneous Use of English and Alternative Language Editions (not on ELA), Oral Translation for Lower Incidence Languages (not on ELA), and Writing Responses in the Native Language (not on ELA).

At the beginning of the school year, newly enrolled ELLs are interviewed to informally gauge their English ability level and to determine whether they qualify as SIFE students. Before the start of the school year, an open house is held to give newly enrolled students and their parents a tour of the building, where they are given a resource package in their native languages, which gives parent workshops to acquaint them with the school's ESL policy, programs, and mission statement.

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.

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings which are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition, ESL standards, and guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Title I Reading and Math specialists, technology, the IEP and SETSS teachers collaborate with the ESL specialists ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our CFN, the DOE and UFT and online professional development.

Interclass and interschool visitations are encouraged to view best ESL practice.

Monolingual teachers and paraprofessionals will be attending workshops which will include education of ESL strategies and materials, technology and content areas. These professional development sessions will be supported by the CFN ELL Specialist, providing support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas.

In addition, the following professional development opportunities will be provided to the staff:

- ELL Home/School connection
- Professional development on ELL strategies such as Total Physical Response (TPR), CALLA and graphic organizers
- Lesson Planning for ELL students
- Collaborative lesson planning and alignment with the NYS ELA and ESL Standards

- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Cognitive guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction
- Use of the Arts to support ELLs
- Use of the TPR (total Physical Response) approach to support student learning
- Implementation of RTI

We have also developed a survey that asks teachers to identify the professional area that they require assistance. The information from the surveys has allowed a personal professional development plan to be designed for all staff, including guidance counselor and parent coordinators. Concerning the mandated 7.5 hours of ELL training required for all staff, such sessions include Inter-classroom visitations, workshops with the CFN ELL Specialist, and turnkey professional developments held by the ESL instructors. Assistant principals and guidance counselors receive ESL related professional development through continuing refresher courses, as well as professional development on ELL compliance issues offered through the CFN and Bronx BETAC. Our parent coordinator also takes part in ESL related professional development sessions lead by ESL staff on ELL compliance, translation services, and testing accommodations for ELLs.

Parental Involvement

Parent workshops on the following topics will be conducted for our parents:

-
- Literacy/Math Family Nights
 - Using technology as an educational support
 - Social studies/Science programs
 - ELA/Math test strategies
 - NYS State Standards
 - Rubrics
 - DOE Scope and Sequence/ Great Expectations
 - Goal setting for their children
 - Utilizing library services
 - Homework help
 - AIS interventions/RTI
 - Understanding Performance Indicators
 - ESL strategies to use with their children
 - Navigation of outside agencies
 - ESL for parents (Parent Saturday Academy program)

- **ARIS**
- **Progress report/data**
- **Common Core State Standards**

Parents are interviewed when filling out the Home Language Survey. Based on the Home Language Survey ESL teachers determine whether or not students need to be LAB-R tested. Before beginning the ESL program, the ESL teachers and parent coordinator hold a Parent Orientation meeting within the first ten days of the school year in which parents are given information about different programs (ESL, Transitional Bilingual and Dual Language). Parents are given the opportunity of choosing a program for their children. At the Orientation Meeting, parents have the opportunity to ask questions and discuss any concerns they may have. Progress Reports are distributed periodically. P.S.106 holds parent-teacher conferences twice a year, one per marking period. Parents get feedback from ESL teachers during parent-teacher conferences. Conferences are also an opportunity to answer any questions parents may have about the program and about the results of their child's performance on the ELL Periodic Assessment. Translators are provided whenever a parent comes into, or calls, the school. Parents also have access to the ARIS information and reporting system, so that they can track their child's progress and be better informed. Attempts to reach out to parents are made regularly through the parent coordinator and through direct phone conversations on a periodic basis.

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.
 - . **Data from ATS/ARIS based on number of children receiving ESL services**
 - . **Review of Home Language Surveys; noted which languages were primarily spoken at home**
 - . **Parent orientations**
 - . **Parent-Teacher Conferences**
 - . **Feedback from teachers of ELL students on student and parent language needs**
 - . **Interviews with newly admitted ELL students/Interviews with Parents of ELL students**
 - . **Feedback from parent coordinator and the ELL teachers**
 - . **Feedback from the school secretaries, medical staff, SAPIS worker, attendance personnel and safety officers**
 - . **Observation when parents come to school and they are not able to communicate in English or come in with a translator**
 - . **Parent requests for translation service received from Parent Association or Parent Coordinator**
 - . **Utilize all DOE translated materials and as needed we use the call-in interpretation service**
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.
3. . **There is a need for oral interpretations when parents come to conduct school business such as inquiring about face to face letters, lunch applications, after-school programs, picking up a child who is ill or has a doctor's appointment.**
4. . **There is a need for written translation to keep parents informed of the school's vision and mission, as well as information concerning morning and after school programs, intervention programs, Saturday Academy Test Prep Programs, Extended ELA/MATH test prep and/or Saturday English Language Learners Program.**
5. . **The following items should be translated in order to better communicate and inform parents: Monthly Parent Letters, Monthly School Calendars, Blue Emergency Cards, Parent Handbook and all letters/flyers that relate to school matters.**
6. . **A need for written translation of materials so that parents can assist their children academically.**
7. . **A need for written translation of school correspondence i.e. from administration, teachers, Parent Association.**
8. . **A need for some type of parental outreach to parents who might feel uncomfortable attending school related activities because of language barriers**

9. . Findings were reported to SLT, PTA, Parent Coordinator, ELL teachers, Assistant Principals, Principal – Letters were send home to parents in the three most spoken languages (English, Spanish and Bengali).
10. . ELL students and parents were informed of the oral interpretation and written translation services offered in the school.

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.

>School personnel and volunteer parents perform translation in-house when needed. We strive to have translation contacts in all the languages of the school. We aim on having our translations completed in a timely fashion, to allow the proper amount of time needed to make parents aware of meetings and other activities being held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

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.

>Translators are provided for any meeting that might be held, whether the audience is parents, teachers or students. Translators are provided for children during testing to support the second language learners. The ESL faculty works closely with the school testing coordinator to ensure that testing accommodations are appropriate for students eligible for the New York State tests. In-house school staff, parent volunteers and outside vendors when needed, will provide these services. We also utilize the call-in interpretation service provided by the NYC Department of Education for parent teacher conferences and other needs. This number is readily available in the main office, guidance office and ESL lab.

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>.

>In accordance with the Chancellor's Regulations our programs provide parents with the knowledge that translation and interpretation services are available through Parent Newsletters, Monthly Parent Letters, Parent Handbook, DOE Resources, Helping Involve Parents school internet accessibility, and through ongoing parent workshops. We also display signs at the entrance of the school informing parents that translation and interpretation is available.

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: | 608,077 | 718,351 | 1,026,428 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 6,080.77 | 7,183.51 | 13,264.28 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 30,403.85 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 60,807.70 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.83%
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.

Teacher will

- Retake the Content Area Specialty exam
- Be directed towards professional development activities provided by DOE and UFT
- Take advantage of intervisitation of exemplary classrooms
- Provide opportunities for professional development in core subject areas for newly hired teachers.
- Be provided assistance from the Literacy/Math Coaches/Assistant Principal
- Attend job fairs in search of highly qualified teachers in certified areas.
- Conduct interviews to match candidate's professional qualifications with available teaching positions.
- Keep teachers informed of applicable trends regarding their license area.
- Conduct formal and informal observations to ensure standardized implementation of specific instructional programs.

* 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

P.S. 106, The Parkchester School 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 the expenditure of 1 percent of Title I, Part A funds reserved for parental involvement.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **P.S.106** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Turn key information to Parents in their native language where possible, within a sufficient time frame, regarding school based, District 11, Support Organization and DOE meetings, programs, workshops via Title I Advisory Committee, PA (Parents Association), Parent Coordinator and school newsletters.
 - Encourage Parents to become members of the School Title I Advisory Committee, School Leadership Team and CEP sub-committees
2. **P.S.106** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Share the NYS School Report Card, NYC Progress Report, Quality Review Report and School Budget with all parents
 - Advise Parents of the opportunity to join the Parents Association, School Title I Advisory Committee, SLT (School Leadership Team), CEP (Comprehensive Education Plan) sub-committees
 - Keep Parents updated on school issues via the Parent Coordinator, Parents Association and School newsletters, PA, Parent Coordinator, SLT and Inquiry Team bulletin boards,

3. **P.S. 106** 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: (List activities)
 - Meetings for parents of incoming grade (K) held in Spring term and conducted by Assistant Principal & Kindergarten teachers
 - Test taking and curriculum based workshops for Parents conducted by curriculum specialists
 - Resources available through the DOE or community based organizations to support parental concerns and needs
 - Family Curriculum nights
 - Saturday Academy (Parent component)
 - Learning Leaders
 - Parents As Reading Partners
 - Parent Coordinator
 - Parents As Art Partners
 - Trips for parents to enhance their awareness of the cultural/educational resources New York City has to offer
 - Attendance at SLT meetings (non member attendance protocol)

4. **P.S. 106** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - Open house for incoming parents of pre-school children outlining policies, procedures & expectations
 - Articulation with supervisors of pre-school programs other than NYC DOE
 - Inter-visitations
 - Attendance at Early Childhood Conference (networking of pre-school and public school administrators)
 - Parent guides outlining Readiness Skills in literacy and mathematics for incoming K students

5. **P.S. 106** 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 and/or literacy, or are of a racial or ethnic minority). The school will utilize the findings of the evaluation concerning the parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents in its parental involvement policies: list actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play

The following will enable our school to determine the degree of parental involvement and identify any possible barriers which might impede this involvement:

- An evaluation will be conducted via a parent survey in parents native language where feasible
- The survey will be conducted and reviewed by the Parent Coordinator, Title I Parent Representative and the PA Executive Board and shared with the SLT
- Parental attendance at PA General Membership meetings, Saturday Academy (Parent program) and participation in parent informational workshops presented by the PA, Title I, Parent Coordinator and school staff

P.S. 106 will build the schools' and parents 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 under taking 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Inform parents of workshops, conferences or classes both in and out of the State as well as those sponsored by the DOE, Cluster 6 /CFN 606, District 11, School or Community
 - Inform parents of training and informative workshops in ELA, Math, Special Ed, ESL, State Testing and NYS Standards.
 - Assist parents with acquiring any equipment or materials which may be needed to ensure their child's academic success
 - Provide parents with parent brochures and access to the Parent Resource Library within the school via the Parent Coordinator
 - Obtain the services of outside guest speakers to address parent needs and concerns

B) The school along with Title I providers will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy & math training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

Refer to Section II, Part 3

C) The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to reach out and communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities)

- **outreaching to the DOE and Community organizations which provide training for staff in working with parents to increase parental involvement**

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: (List activities.)

- **Referring parents to the Borough Enrollment Office for preschool programs**

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: (List actions.)

- **Sending home school and parent newsletters translated in Parent's native language**
- **Sending home monthly school calendars**
- **Conducting parent workshops**
- **Posting relevant information on the PA, SLT, Inquiry Team and Parent Coordinator bulletin boards**
- **Informing parents of the District and DOE websites**
- **Local newspapers**
- **Learning Environmental Survey**
- **SLT meetings (procedure for attendance by non members)**

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
- provide 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 **Ms. Patricia Koonce, P A President** and **Ms. Marie Plaisir, Title I Chairperson** . This policy was adopted by the **P.S. 106** on **October 28, 2009** and will be in effect for the period of **school year 2009 - 2010**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **November 2010**. **(Revisions and/or updating will be done during November 2010, (if needed))**

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.

School Responsibilities

P.S. 106 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 follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.

- **Balanced Literacy**
 - **Use of Aussie consultants (Balanced Literacy) in our self contained and inclusion classes**
 - **Everyday Math - Standards Based / Nationally Accredited**
 - **Wilson Reading Program**
 - **SWPBIS (School Wide Positive Behavior Intervention & Support Program)**
 - **Project Arts**
 - **Differentiated Instruction**
 - **Principles of Learning**
 - **ELL Program**
 - **AIS Push-In / Pull-Out Small Group Literacy / Math**
 - **Saturday Intervention Programs**
 - **Title I training & workshops mandated according to DOE and State guidelines in ELA ,Math, Special Education, ESL**
 - **Annual conferences emphasizing educational training in supporting student academic achievement**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
- **November, 2010**
 - **January/February 2011 (promotion in doubt conference)**
 - **March, 2011**
 - **By mutual agreement by Parent and Teacher before, during or after school hours**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
- **Parent / Teacher Conferences**
 - **By mutual agreement between Teacher and Parent – before, during or after school hours**
 - **Weekly/Daily Progress Reports**
 - **Teacher phone calls to Parents**
 - **Monthly grade by grade parent meetings that will be held by assistant principal's**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
- **Prep periods**
 - **Parent / Teacher Conferences**

- **By mutual agreement between Teacher and Parent - before or after school hours**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
 - **Open School Week**
 - **Class Trips**
 - **Assembly Programs**
 - **Learning Leaders**
 - **Class Parent**
 - **Science Fair**
 - **Parent Workshops/Conferences**
 - **Family Curriculum Nights**
 - **Saturday Academy**
 - **Parents As Reading Partners Program**
 - **Seasonal classroom activities**
 - **Reading/Writing celebration**
 - **Spring Festival**
 - **School Field Day**
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 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.
 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.
 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.
 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.
 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.

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: [Describe the ways in which parents will support their children's learning, such as supporting my child's learning by making education a priority in our home by:

- **making sure my child is on time and prepared everyday for school;**
- **monitoring attendance and lateness;**
- **talking with my child about his / her school activities everyday;**
- **scheduling daily homework time;**
- **providing an environment conducive for study;**
- **making sure that homework is completed;**
- **monitoring the amount of television my children watch;**
- **volunteering in my child's classroom;**
- **participating, as appropriate, in decisions related to my children's education;**
- **promoting positive use of my child's extracurricular time;**
- **participating in school activities on a regular basis;**
- **staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate;**
- **reading together with my child every day;**
- **providing my child with a library card;**
- **communicating positive values and character traits, such as respect, hard work and responsibility;**
- **respecting the cultural differences of others;**
- **helping my child accept consequences of negative behavior;**
- **being aware of and following the rules and regulations of the school, district and DOE;**
- **supporting the school's discipline policy;**
- **express high expectations and offer praise and encouragement for achievement**

Optional Additional Provisions

P.S. 106 will:

Provide parents reasonable access to school facilities and other areas (Xerox, fax, etc...) when necessary and when it is not interfering with school (staff) daily plan, agenda or curriculum.

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement]

- **come to school ready to do our best and be the best;**
- **come to school with all the necessary tools of learning -pens, pencils, books, completed homework etc;**
- **listen and follow directions;**
- **participate in class discussions and activities;**
- **be honest and respect the right of others;**
- **follow the school /class rules of conduct and learning and the Citywide Standards of Discipline and Intervention Chancellor's Regulations in 2006;**
- **follow the school's dress code;**
- **ask for help when we don't understand;**
- **do our homework every day and ask for help when we need to;**
- **study for tests and assignments;**
- **read at least 30 minutes every day outside of school time;**
- **read at home with our parents;**
- **get adequate rest every night;**
- **use the library to get information and to find books that we enjoy reading;**
- **give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day;**
- **participate in and practice the ideals set forth in the SWPBIS (School Wide Positive Behavior Intervention & Support Program) which encourages a safe, child-centered environment that builds self-esteem, self-discipline and essential skills for lifelong learning.**

SIGNATURES:

| | | | |
|-----------------------------|--------------------------------|---------------------------------|-----------------------------------|
| _____ SCHOOL (PRINCIPAL) | _____ TITLE I (CHAIRPERSON) | _____ PARENTS (PA PRESIDENT) | _____ SCHOOL (UFT CHAIRPERSON) |
| DATE 10/28/10 | DATE 10/28/10 | DATE 10/28/10 | DATE 10/28/10 |

(Please note that signatures are not required)

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.

Refer to the following sections of the 2010-2011 CEP

2. Schoolwide reform strategies that:

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

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Refer to the following sections in the 2010-2011 CEP

3. Instruction by highly qualified staff.

In order to ensure quality teaching, teachers will:

- **take ownership of the best instructional strategies and identify those practices they wish to implement in their classroom to ensure that all students meet State Standards in ELA, Math, Social Studies & Science**
- **utilize data from various sources (Data-cation, ARIS, Acuity, DRA2, ECLAS-2 for K-3, EPAL -2 for Grades 2&3, NYSTART, teacher created tests, EDM pre and post unit tests, Harcourt pre and post unit tests) to drive instruction**
- **visit colleague's classrooms to observe the implementation of successful practices / strategies.**
- **visit other schools to observe implementation of successful research based practices / strategies.**
- **be involved in Inquiry based teaching practices aligned with SMART (Specific, Measurable, Attainable, Realistic, Timely) goals**

- **participate in informal Learning Walks**
 - **plan lessons which incorporate the Principles of Learning and adhere to Bloom’s Taxonomy**
 - **continue to complete their studies, where necessary, through partnerships with local colleges and the Teaching Fellows Program for certification. Presently, approximately 98% of our teachers are fully licensed and permanently assigned to this school.**
 - **work closely with Literacy & Math Staff Developers to assure success of implementing program / practices / strategies and to brainstorm ways to modify such where needed.**
 - **assume an active role in the development of the School’s Comprehensive Educational Plan (CEP).**
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.
- **The school will continue to provide on - going professional development in Literacy and Math for all staff through the Literacy and Math Staff Developers. The Literacy Coach and Math Staff Developer will support the continued implementation of a Balanced Literacy and Mathematics program on all grades. Ongoing support will be provided by the Literacy Coach for teachers using the Harcourt Reading program.**
 - **IEP Teacher and ESL team will conduct workshops supporting our SWD and ELL students.**
 - **The school, through its Curriculum Committee (comprised of Administrators, Classroom Teachers, Support Staff, Literacy Coach, Math Staff Developer and Parents) along with the Inquiry Team will continue to research and implement best practices.**
 - **Teachers will continue to receive staff development in analyzing and utilizing data to drive instruction, create SMART goals and to form flexible, differentiated groupings by need.**
 - **Teachers will continue to have the opportunity to attend DOE & CFN sponsored professional development sessions, citywide and statewide/ out of state conferences and UFT sponsored professional development in all curriculum areas.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **The Principal will work closely with the CFN 606 Human Resource Personnel Director to ensure that only certified teachers are hired to fill vacancies.**
 - **Administrators will attend borough & college recruitment job fairs to attract qualified teachers.**
 - **Administrators and teachers will encourage individuals pursuing teaching careers (as long as they are certified) to apply to P.S. 106 when vacancies occur through the open market system.**
 - **The Principal will collaborate with local colleges to become involved with their student teaching programs.**
 - **The Principal will network with other districts**
6. Strategies to increase parental involvement through means such as family literacy services.
- **Family curriculum nights in Literacy**
 - **Additional English classes for parents of our ELL population (besides Saturday Academy classes) during the day or evening.**

- **Parent/Teacher Get Acquainted Meetings (September/October)**
 - **Parent Workshops conducted by the Parent Coordinator/Teaching Staff in various curriculum areas translated, where possible, into the primary language of parents**
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.
- **Parents of entering Kindergarten students will be invited to visit the K program at the school and to attend a Parent orientation during the Spring term prior to their child's attendance at P.S. 106.**
 - **Parent orientation will be conducted by the child's teacher during the month of September**
 - **Parent Coordinator will conduct workshops for parents of incoming Kindergarten students**
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.
- **Grade meetings/ Teacher Team Meetings**
 - **Faculty conferences**
 - **Inquiry Team meetings**
 - **Workshops/Professional Development**
 - **Inter-visitations to other schools**
 - **Bulletins**
 - **Catalogues**
 - **Presentations by consultants (programs, book/test preparation companies)**
 - **Conferences**
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.
- **Homogeneously group classes by need in Literacy**
 - **Differentiated instruction**
 - **Small group instruction**
 - **Creation of Inquiry sub teams**
 - **Adopt a student program**
 - **Mainstream students with special needs where appropriate**
 - **Mainstream general/special education students inter-grade (up or down) where appropriate**
 - **Creation of F Status positions (part time) as an AIS, funding permitted**

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.

- **Administration will assure that all Federal, State and Local services and programs are coordinated and integrated at the school level in collaboration with the District Superintendent and LLSO staff.**
- **Guest speakers to address staff, parents and students**
- **Student assemblies**
- **Collaboration with other schools**
- **Networking with community based organizations**

√√

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 |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

| | | | | | | program activity has been described in this plan. | |
|-------------------------|---------|-----|----|-----|---------------------|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | √ | | | \$510,745.00 | √ | |
| Title I, Part A (ARRA) | Federal | √ | | | \$711,617.00 | √ | |
| Title II, Part A | Federal | √ | | | \$725,254 | √ | |
| Title III, Part A | Federal | √ | | | Funds not available | √ | |
| Title IV | Federal | | | N/A | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)

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.

School Under Registration Review (SURR)

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.)
2. Please describe the services you are planning to provide to the STH population.
 - Provide a Metrocard
 - Provide school uniforms
 - Purchase school supplies, pay for school pictures and trips
 - Parent Coordinator /Guidance/SAPIS Worker/Social Worker can provide support and assistance in housing search and in informing families of available community services and resources
 - Parent Coordinator/ Title I/Parents' Association can provide informational workshops and seminars

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. 106 Parkchester | | | | | | |
| District: | 11 | DBN: | 11X10 | School | | 321100010106 | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | v | 3 | v | 7 | | 11 |
| | K | v | 4 | v | 8 | | 12 |
| | 1 | v | 5 | v | 9 | Ungrade | v |
| | 2 | v | 6 | | 10 | | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Pre-K | 69 | 72 | 72 | | 92.2 | 93.4 | 93.5 |
| Kindergarten | 187 | 181 | 191 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 197 | 194 | 199 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 2 | 163 | 192 | 191 | | 89.7 | 89.7 | 88.4 |
| Grade 3 | 199 | 180 | 187 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 218 | 188 | 175 | <i>(As of October 31)</i> | 2008- | 2009- | 2010- |
| Grade 5 | 209 | 217 | 199 | | 77.9 | 80.3 | 80.3 |
| Grade 6 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 8 | 0 | 0 | 0 | | 11 | 47 | 43 |
| Grade 9 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Grade 11 | 0 | 0 | 0 | | 26 | 29 | 49 |
| Grade 12 | 0 | 0 | 0 | Special Education | | | |
| Ungraded | 1 | 7 | 18 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Total | 1243 | 1231 | 1232 | | 26 | 29 | 49 |
| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| # in Self-Contained Classes | 58 | 56 | 57 | Principal Suspensions | 11 | 13 | 26 |
| # in Collaborative Team Teaching (CTT) | 51 | 48 | 52 | Superintendent Suspensions | 20 | 6 | 10 |
| Number all others | 44 | 39 | 38 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| | | | | CTE Program Participants | 0 | 0 | 0 |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | Number of Staff - Includes all full-time staff: | | | |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| # in Dual Lang. | 0 | 0 | TBD | | 85 | 87 | 85 |
| # receiving ESL services only | 189 | 174 | TBD | Number of Teachers | 85 | 87 | 85 |
| # ELLs with IEPs | 8 | 29 | TBD | Number of Administrators and Other Professionals | 14 | 13 | 8 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Educational Paraprofessionals | 4 | 5 | 10 |

| Overage Students (# entering students overage for (As of October 31) | | | | Teacher Qualifications: (As of October 31) | | | |
|---|---------|---------|---------|--|-------|-------|-------|
| | 2007- | 2008- | 2009- | | 2007- | 2008- | 2009- |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this | 97.6 | 100.0 | 98.8 |
| | | | | % more than 2 years teaching in this school | 71.8 | 72.4 | 91.8 |
| | | | | % more than 5 years teaching anywhere | 71.8 | 71.3 | 75.3 |
| Ethnicity and Gender - % of Enrollment: (As of October 31) | | | | % Masters Degree or higher | | | |
| | 2008-09 | 2009-10 | 2010-11 | | 87.0 | 93.0 | 94.1 |
| American Indian or Alaska Native | 1.0 | 0.6 | 0.6 | % core classes taught by "highly qualified" teachers | 98.4 | 98.4 | 98.8 |
| Black or African American | 32.9 | 31.6 | 29.3 | | | | |
| Hispanic or Latino | 40.2 | 39.2 | 39.0 | | | | |
| Asian or Native Hawaiian/Other Pacific | 24.9 | 26.9 | 29.1 | | | | |
| White | 0.9 | 1.4 | 2.0 | | | | |
| Male | 49.0 | 49.8 | 51.5 | | | | |
| Female | 51.0 | 50.2 | 48.5 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|---------|--|--|-------|---------|-------|-------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non- | | | | | | |
| Years the School | | | | 2007- | 2008-09 | 2009- | 2010- |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| SURR School | If yes, | | | | | | |
|-------------|---------|--|--|--|--|--|--|
|-------------|---------|--|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 45.4 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.7 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 7.9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 26.3 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 2.5 | | | | | | |

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|--|------------------------------------|
| Network Cluster 606 | District 11 | School Number 106 | School Name The Parkchester |
| Principal Eugenia L. Montalvo | | Assistant Principal Joseph Ponzo | |
| Coach (Literacy) Jacqueline Heyward | | Coach (Math) Joy Fasio | |
| Teacher/Subject Area Leslie Marcos (ESL) | | Guidance Counselor Ava Jackson | |
| Teacher/Subject Area John Sweeney (ESL) | | Parent Hasnat Ja | |
| Teacher/Subject Area Donna Allen | | Parent Coordinator Catherine Acosta | |
| Related Service Provider Darcy Rodriguez | | Other Marla Smith - Math | |
| Network Leader Petrina Palazzo | | Other Benedetta D'Erasmus | |

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

C. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 1245 | Total Number of ELLs | 165 | ELLs as Share of Total Student Population (%) | 13.25% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.

Parents are interviewed when filling out the Home Language Survey. Based on the Home Language Survey ESL Teachers determine whether or not students need to be LAB-R tested. Before beginning the ESL program, the ESL teachers and parent coordinator hold a Parent Orientation meeting in which parents are given information about the different programs (ESL, Transitional Bilingual and Dual Language). Parents are given the opportunity of choosing a program for their children. At the Orientation Meeting, parents have the opportunity to ask questions and discuss any concerns they may have. P.S. 106 holds Parent-Teacher conferences twice a year, one per marking period. Parents get feedback from ESL teachers during parent-teacher conference; the conference is also an opportunity to answer any questions parents may have about the program and the results of their child's performance on the ELL Periodic Assessment. Parents are kept informed (regularly) of their child's progress via weekly notices that are sent home every Wednesday. Translators are provided whenever a parent comes into or calls the school. Parents also have access to the ARIS Information and Reporting system, so that they can monitor their child's progress and be better informed.

Based on Parent feedback after sharing with the parents the results of the LAB-R and NYSESLAT results most parent have opted their children into our ESL push in/pull out model. At the present moment the largest ELL language group is Bengali. At the present moment we do not have a Bengali Bilingual Program.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Push-In | 0 | 1 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Total | 0 | 1 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

| | | | | | |
|----------|-----|--|-----|-------------------------------|----|
| All ELLs | 165 | Newcomers (ELLs receiving service 0-3 years) | 130 | Special Education | 22 |
| SIFE | 0 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6 years) | 3 |

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 | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | 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 | 130 | 0 | 16 | 32 | 0 | 3 | 3 | 0 | 3 | 165 |
| Total | 130 | 0 | 16 | 32 | 0 | 3 | 3 | 0 | 3 | 165 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | ELL | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 5 | 6 | 18 | 11 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Chinese | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 10 | 7 | 12 | 18 | 18 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| Urdu | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Arabic | 0 | 0 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 4 | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| TOTAL | 15 | 18 | 33 | 37 | 31 | 31 | 0 | 165 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4

P.S. 106, District 11X provides a Push -In/Pull-Out ESL program for ELL students. Our total school population as of October 2010 is approximately 1245 students of which 165 students are designated as English Language Learners. This subgroup of students represent 13% of our total school population. English Language Learners are taught by three fully certified ESI teachers. Language of instruction is English and is provided via a push-in-model. Our ESL program serves a population of students in grades K - 5. The primary languages of our participating students are Spanish and Bengali. Breakdown of languages are 65 Spanish (grades K - 5), 78 Bengali (grades k - 5), 5 Arabic, 2 French, 2 Urdu, 3 Chinese (mandarin) and 10 other.

All English Language Learners receive daily ESI services and ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped by their literacy and math needs as determined by their NYS ELA and Math scores, DRA 2 results, beginning of the year Math Assessment and teacher judgment. In addition, ELL's are evaluated utilizing the results of the LAB-R and NYSESLAT exams. ELL's are placed appropriately in flexible reading and math groups based upon their level (Beginners, Intermediate, Advanced) and learning needs and are also provided with Title I Reading and Math services. In addition, ELL students that have an IEP are provided with their additional support services based on their IEP prescription. All ELLS (including SIFE and NewComers) are encouraged to participate in our Extended Day program for academic intervention services, test preparation and Saturday (ELL) Academy program. English Language Learners at the Beginning and Intermediate levels are mandated 360 minutes of ESL instruction per week and Advanced ELLs receive 180 minutes per week. Each ESL teacher has six period a day available for instruction. Our ESL teachers differentiate instruction for our English Language Learners depending on their level.

The following table summarizes this differentiation.

| | | |
|---|---|---|
| Phonics (depending upon grade level) | Independent reading | Teacher made materials |
| to explain solutions clearly, logically and legibly showing mathematical ideas in a variety of ways. | | |
| English Language learners in grades one through five are eligible for the 50 minute Extended Day instruction which is held on Tuesdays, Wed | | |
| Use of technology | Oxford Content Dict | LEVEL SKILLS INSTRUCTIONAL METHODOLOGIES/TECHNIQUES |
| MATERIALS/RESOURCES | | |
| BEGINNING | Listening TPR (Total Physical Response) | Word by Word Phonics |
| Speaking | Read alouds | Macmillan Leveled Readers |
| Reading and writing | Guided reading and writing | Oxford Picture Dictionaries, Hartcourt, Santillana |
| Phonics | Choral reading | Cloze materials |
| Decoding | Interactive read alouds | Trade books, Hartcourt, Santillana |

Viewing Hands-on activities Teacher made materials
 NYS Testing & NYSESLAT prep Visuals/graphics/illustrations
 Language Experience Model
 Listening stations
 Mostly 1 to 1 instruction

INTERMEDIATE Listening TPR Word by Word Phonics
 Speaking Differentiated group instruction Macmillan Leveled Readers
 Reading (strategies focus on comprehension skills) Group work Harcourt Reading program(ELL component)
 Skimming Read alouds Oxford Picture Dictionaries
 Use of graphic organizers Guided reading Oxford Content Dictionaries
 Writing (using visuals as prompts or from student experience) Choral reading Trade books
 Use of technology Listening stations Teacher made materials
 NYS Testing & NYSESLAT prep Hands-on experiences
 Visuals/graphics/illustrations

LEVEL SKILLS INSTRUCTIONAL METHODOLOGIES/TECHNIQUES MATERIALS/RESOURCES

ADVANCED Reading TPR Authentic materials (real life reading and writing)
 Writing Independent writing (depending upon grade level) Macmillan Leveled Readers

Critical Analysis More dialogue Harcourt Reading program(ELL component)
 Writing mechanics/grammar Differentiated group work Trade books

ionaries

NYS Testing & NYSESLAT prep Santillana series
 NY Journey for ELLs (Rosen classroom books & materials)
 Content Area libraries (grade level appropriate)
 Kid Pix & Discovery Kids (technology)

Literacy skills are covered in each program model through the use of a curriculum map. The curriculum map is used by the school as a whole and it is arranged according to grade, skill, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Reading, writing, mathematics, social studies and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the State Standards. ESL students learn sight words and words that they will need to understand directions and instruction in their classrooms.

A significant amount of manipulatives, pictures and realia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response (TPR) as well as sequencing organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to needs and abilities. Different stations are used in order to help students address their areas of weakness and enhance their strengths. Students complete their work in groups, participate in "turn and talk", and conference with one another in order to better understand their strengths and areas where improvement is needed.

Newly arrived students, and students who have been in the New York City Public School system for less than three years, receive instruction in the core courses in an ESL program. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an MP3 player). ELLs also take part in guided readings, group readings and independent reading. Students learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth in their classroom as well as in preparation for the NYSESLAT, ELA and Content Area State exams.

Higher expectations are placed on students who have been in the NYC Public School system for 4 – 6 years. Instruction is at a higher level. These ELLs are more familiar with graphic organizers and the methodologies used in ESL instruction. They are encouraged to work independently and to do group work with less supervision. They are constantly asked to edit their own work prior to handing it in to the teacher. ESL teachers at P.S. 106 have implemented methods such as writing workshops, free writing and journal writing to sharpen students' skills. There is only one long-term ELL (6 or more years). This student is constantly encouraged to do his best and continues to receive instruction according to the mandates of ESL. High expectations are placed on this student as well as a great deal of scaffolding using the aforementioned methods. His needs are constantly reassessed and his instruction is enhanced by the constant use of manipulatives and pictures. Instruction is differentiated based on the student's needs in literacy and the content areas. This ELL participates in group work and is usually paired with other students who can support his understanding of the material.

The ELL/Students with Disabilities (SWD) population receive mandated teacher support services (SETSS) as per IEP prescription with or without monolingual services with ESL. The ELL/SWD population is serviced per IEP designation of five periods per week in a separate

location in a maximum group size of eight. The ELL/SWD population is tested with The Brigance Diagnostic Comprehensive Inventory of Basic Skills. THE ELL/SWD population receives instructional services which supplement regular classroom instruction. The goal of the SETSS program for the ELL/SWD population is to provide direct individualized and small group instruction addressing specific learning deficits enabling the ELL/SWD population to function successfully in the mainstream.

The ELL/SWD population is expected to achieve the following long term objectives:

- develop and refine a cluster of key reading skills; identifying the main idea, identifying details, making inferences, drawing conclusions and interpreting picture clues within 25 and/or 50 units in a specific multiple skills series leveled reading book.
- develop and refine basic phonics concepts necessary for beginning through intermediate readers and strengthen visual perception with using the Explode the Code series leveled workbooks
- develop and refine phonetic decoding as a strategy for unlocking meaning from a text using semantic and syntactic clues, as well as sounds and decipher unknown words within the clues to meaning
- develop and refine the ability to understand the conventions, grammar and usage of the English language in written or spoken text to represent oneself appropriately by drafting, revising, correcting, editing and clarifying a specific piece of work.
- develop and refine arithmetic and number concepts skills for adding & subtracting with and without regrouping, multiplying and dividing in order to decipher and compute simple to more complex operations within problems

develop and refine the ability to solve mathematical word problems using mathematical terms, vocabulary and language Wednesdays and Thursdays during the 8th period (time: 2:30 P.M. – 3:20 P.M.) starting in September 2010 and concluding June 2011. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and NYS Content Area assessments. The primary focus of instruction is language development in the four modalities and development of higher order thinking skills in listening speaking, reading and writing. The development of content area knowledge will also be an area of focus. Teachers in the program will use student prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks to accomplish their goals for students.

All ELLs are invited to participate in the Saturday Academy program which will run from January 2011 to June 2011 during the hours of 8:30 A.M. to 12:30 P.M. Each session will be 4 hours. The program will include 2 certified ESL teachers and additional teachers will be hired, depending upon student enrollment. Students will continue to work on language acquisition skills, math skills, concepts and problem solving and the language and knowledge necessary for success in the other content areas.

ESL students that have scored Proficient on their NYSESLAT assessment continue to receiving transitional support for two years. All ESL students, including students scoring Proficient, have access to a growing library of bilingual literature with a strong focus on multicultural literature. Students that have scored Proficient are still allowed to have ESL testing accommodations during their first two school years as English proficient. This extension will provide former ELLs with the opportunity to demonstrate their content knowledge while developing their linguistic and academic skills. Possible testing accommodations include: Time Extension, Separate Location, Third Reading of Listening Section (ELA only), Bilingual Glossaries, Simultaneous Use of English and Alternative Language Editions (not on ELA), Oral Translation for Lower Incidence Languages (not on ELA), and Writing Responses in the Native Language (not on ELA).

At the beginning of the school year newly enrolled ELLs are interviewed to informally gauge their English ability level and to determine whether they qualify as SIFE students. Newly enrolled students are also given a packet with a welcome letter in their native language, an English glossary and mini-phrase book, P.S. 106 Star Student pencils, rubric, a map of the school, also labeled in their native language, and a list of phonics websites so that they can get a head start on English phonemes.

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings and are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition and ESL standards, guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology and the IEP and SETSS teachers collaborate with the ESL specialists to ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

Monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training.

We have also developed a survey that asks teachers to identify the professional area that they require assistance. The information from the surveys has allowed a personal professional development plan to be designed for all staff, including guidance counselor and parent coordinators.

Parental Involvement

Parent workshops on the following topics will be conducted for our parents:

- Literacy/Math Family Nights
- Using technology as an educational support
- Social studies/Science programs
- ELA/Math test strategies
- NYS State Standards
- Rubrics
- DOE Scope and Sequence – “What did you child learn in school today?”
- Goal setting for their children
- Utilizing library services
- Homework help,
- AIS interventions
- ESL strategies to use with their children
- Navigation of outside agencies
- ESL for parents (Parent Saturday Academy program)

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.

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings and are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition and ESL standards, guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology and the IEP and SETSS teachers collaborate with the ESL specialists to ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

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In addition, the following professional development opportunities will be provided to the staff:

- ELL Home/School connection
- Professional development on ELL strategies such as Total Physical Response (TPR), CALLA and graphic organizers
- Lesson Planning for ELL students
- Collaborative lesson planning and alignment with the NYS ELA and ESL Standards
- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Cognitive guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction
- Use of the Arts to support ELLs
- Use of the TPR (total Physical Response) approach to support student learning

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

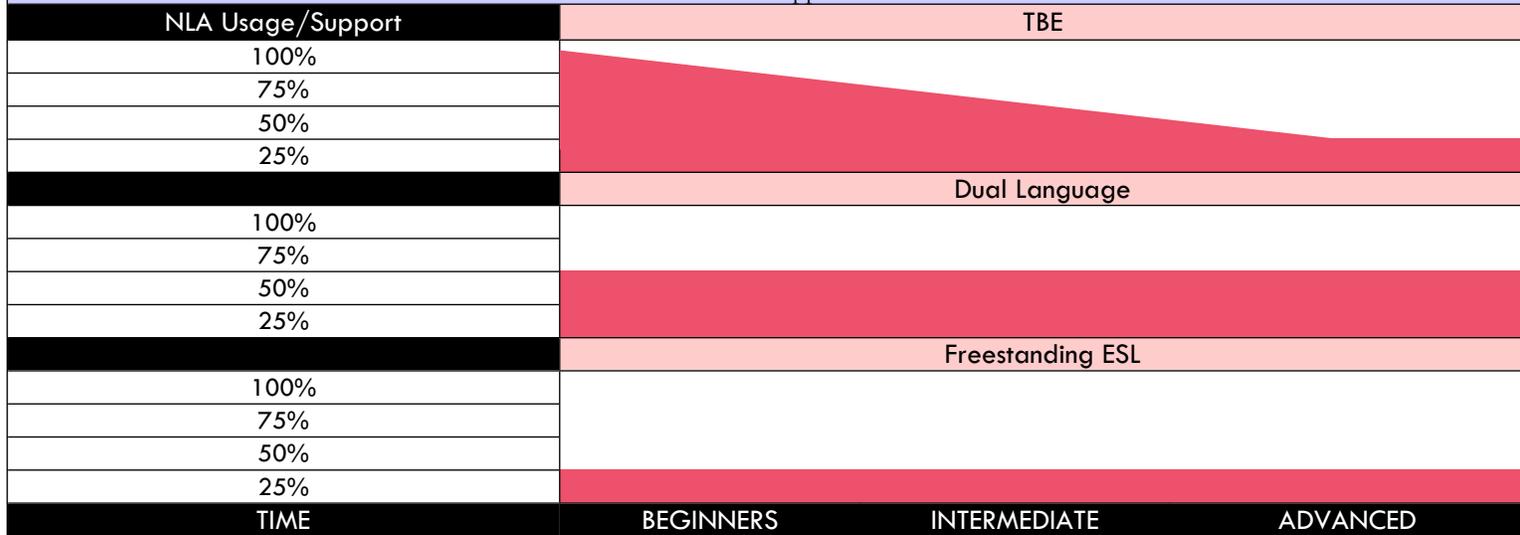
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Academic instruction is delivered to English Language Learners (ELLs) using several organizational models namely the push-in pull out method. The length of time, grouping and plans for moving students from a pull-out to a push-in classroom depends upon the arrangement of the students within the classes. The program models are based on students' proficiency level (homogeneous and block) with differentiated instruction practices used in all classes.

Currently, there are three English as Second Language (ESL) teachers servicing the ELL population. ESL students at the Beginning and Intermediate level are mandated 360 minutes of ESL instruction per week. Advanced ESL students require 180 minutes of ESL instruction per week. Each ESL teacher has six periods a day available for instruction. ESL students are grouped according to their level (Beginners, Intermediate, Advanced).

The content areas are covered in each program model through the use of a curriculum map. The curriculum map is used by the school as a whole and it is arranged according to grade, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Mathematics, reading, writing and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the standards required by our school. ESL students learn sight words and words that they will need to understand directions and instruction in their classrooms.

A significant amount of manipulatives, pictures and realia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response as well as Sequencing Organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to their needs and abilities. Different stations are used in order to help students address their deficiencies and enhance their strengths. Students complete their work in groups, participate in "turn and talk" and conference with one another in order to better understand their strengths and areas where improvement is needed.

Newly arrived students and/or students who have been in the New York City Public School system for less than three years will receive instruction in the core courses through ESL. At the same time as in Listening, Speaking, Reading and Writing. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an Mp3 player) among other listening methods. ELLs will also take part in Guided Readings, Group Readings and Independent Reading. Students will learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth inside and outside the classroom as well as in preparation for both the NYSESLAT and the ELA exam.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here NON APPLICABLE

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 for School Staff

Literacy Coach and ESL teachers frequently attend on campus and off campus Professional Development (PD) workshops. The PD workshops impact greatly on the staff since ELL strategies are reinforced and new techniques are introduced. We benefit tremendously from the information received. Classroom teachers receive support via turnkey during sections such as "Lunch and learn," common preparation periods and all day Professional Development sessions given by our school and the New York City Department of Education.

P.S. 106 provides our graduating 5th graders the opportunity to familiarize themselves with the middle school they will be attending. For this purpose the school has created a curriculum fair. During the curriculum fair, the principal from the middle school addresses the 5th grade students and shows them around their soon-to be new school. The principal talks to the students about what to expect from the curriculum in middle school. He also discusses team sports and other extracurricular activities with students.

As per Jose P, staff receives more than 7.5 hours of ESL training via Professional Development, lunch and learn. There are representatives from our Learning Support Organization who are available to assist with additional ESL training and in all areas of our curriculum.

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

Parental involvement in our school consists of workshops, trainings, extra-curricular activities and special events. Parents are encouraged to get involved in any activities pertaining to their children and students in general. The school's Parent Coordinator partners with health providers and health insurance companies to bring information to the parents. Meetings are held where parents are informed about different types of health insurance and life insurance for their family. The parent coordinator also provides nutrition and hygiene workshops for parents. A representative from the local New York Public Library talks to the parents to inform them of the different educational services they provide. Also, talks to parents about the importance of taking their children to the library and getting a library card. The needs and opinion of parents are evaluated through surveys, meetings, Parent Teacher Conference and individual consultation. At the beginning of each year, the Parent Coordinator holds orientation meetings to inform parents of the services their children may be getting as well as to get them acquainted with the school building and school personnel. We address the parents' needs through distributing information pertaining to educational resources for their child.

Our targeted intervention program and range of intervention services for beginning, intermediate and advanced ELLs in ELA, Math and other content areas which are offered in our school include Title I push-in teachers (Literacy and Math blocks), Academic Intervention Services, Resource Room services, SETSS and Speech. These required services not only support our continuing English Language Learners but also the ELLs who have reached proficiency on the NYSESLAT. English Language Learners are afforded equal access to after school and supplemental school services such as Extended Day programs, Test Preparation programs, YMCA and Saturday Academy, with all programs offered in English. The activities and resources delivered in our school which include aforementioned programs correspond to ELLs of all ages and grade levels. The instructional materials, including technology used to support ELLs of all levels include the Santillana series, NY Journey for ELLs (Rosen Classroom books & materials), Macmillan Leveled Readers, Harcourt Reading program, Kids Pix & Discovery Kids (technology), also the buddy system as well as building content area libraries for appropriate grade level. This interventional program is offered to our advanced ELLs. Transitional support for ELLs reaching proficiency on the NYSESLAT likewise benefit from the intervention program. New programs being implemented for the upcoming school year include using the Santillana series and NY Journey for ELLs (Rosen Classroom books & materials).

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) | 10 | 12 | 13 | 9 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Intermediate(I) | 2 | 4 | 11 | 11 | 13 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| Advanced (A) | 3 | 2 | 9 | 17 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Total | 15 | 18 | 33 | 37 | 31 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 0 | 2 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | I | 0 | 7 | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 0 | 11 | 9 | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | P | 0 | 4 | 17 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| READING/ WRITING | B | 0 | 8 | 6 | 6 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | I | 0 | 4 | 11 | 2 | 13 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 0 | 6 | 15 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | P | 0 | 0 | 8 | 2 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 12 | 13 | 5 | 0 | 30 |
| 4 | 8 | 18 | 3 | 0 | 29 |
| 5 | 8 | 12 | 7 | 0 | 27 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 5 | 0 | 18 | 0 | 10 | 0 | 4 | 0 | 37 |
| 4 | 1 | 0 | 15 | 0 | 13 | 0 | 2 | 0 | 31 |
| 5 | 6 | 0 | 15 | 0 | 13 | 0 | 3 | 0 | 37 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 5 | 0 | 6 | 0 | 14 | 0 | 9 | 0 | 34 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 10 | 0 | 3 | 0 | 17 | 0 | 3 | 0 | 33 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | | |