



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** EDWARD EVERETT HALE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K106

PRINCIPAL: ROBERT FLORES    EMAIL: RFLORES@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Robert Flores	*Principal or Designee	
Jacqueline Crespo	*UFT Chapter Leader or Designee	
Ara Fulchner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Yvonne Ballester	Member/	
Grace Fernandez	Member/	
Elizabeth Montano	Member/	
William Colon	Member/	
Kathy Gonzalez	Member/	
Carmen Singfield	Member/	
Sonia Fuller	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

**ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<b>Annual Goal #1</b> <ul style="list-style-type: none"><li>By June 2012, the number of Students with Disabilities scoring a Level 2 or above on the New York State ELA assessment will increase by 10%.</li></ul>
<b>Comprehensive needs assessment</b> <ul style="list-style-type: none"><li>After reviewing and analyzing aggregated performance data from nySTART, we found that during the 2010-2011 school year 48% of our Students with Disabilities scored a Level 1 on the New York State ELA assessment.</li></ul>
<b>Instructional strategies/activities</b> <ul style="list-style-type: none"><li>Monthly professional development on Storytown, (our reading intervention program), in the areas of phonemic awareness, vocabulary, fluency, comprehension and writing.</li><li>Teachers will continue to analyze the data from interim and monthly literacy unit assessments to establish smart goals in conjunction with their IEP's to meet the needs of individual students.</li><li>The budget is used to fund a literacy coach for the 2011-2012 school year</li><li>Teachers will administer the running records twice during the year to track the students reading level growth</li></ul>
<b>Strategies to increase parental involvement</b> <ul style="list-style-type: none"><li>See attachment (Parent Involvement Policy (PIP) and School Parent Compact).</li></ul>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b> <ul style="list-style-type: none"><li>Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.</li></ul>
<b>Service and program coordination</b> <ol style="list-style-type: none"><li>According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive instructional in Storytown using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science and Social Studies Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.</li><li>School-wide reform strategies that:<ol style="list-style-type: none"><li>Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</li><li>Use effective methods and instructional strategies that are based on scientifically-based research that:<ul style="list-style-type: none"><li>Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.</li><li>Help provide an enriched and accelerated curriculum aligned to the Common Core Standards.</li><li>Meet the educational needs of historically underserved populations.</li><li>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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.</li><li>Are consistent with and are designed to implement State and local improvement, if any.</li></ul></li></ol></li></ol>
<b>Budget and resources alignment</b> <ul style="list-style-type: none"><li>Title I Funds</li><li>Title III Funds</li><li>PCEN/LEP</li><li>Literacy Coach and Staff Developer will provide workshops and meetings.</li></ul>

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- By June 2012, 100% of our school pedagogues will effectively participate in the inquiry cycle using the results of student work to increase students' performance on the New York State ELA assessment.

### **Comprehensive needs assessment**

After reviewing and analyzing aggregated performance data from nySTART we found that during the 2010-2011 school year 49% of our Students, scored a Level 2 on the New York State ELA assessment. Pedagogues will continue the Inquiry Cycle to effectively analyze students work.

### **Instructional strategies/activities**

In teams:

- Teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.
- Communicate lessons learned to school community.
- Engaging students in rigorous instruction through the use of well crafted instructional lessons.  
Inquiry team will continue to meet, discuss and analyze their class data to select their targeted group
- Data Specialist and Inquiry Teams Facilitators will mentor new teachers on the inquiry process.

### **Strategies to increase parental involvement**

- See attachment (Parent Involvement Policy (PIP) and School Parent Compact).

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.

### **Service and program coordination**

1. According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive instruction in Storytown using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.
2. School-wide reform strategies that:
  - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b. Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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 aligned to the Common Core Learning Standards
    - 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 School-wide 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.

**Budget and resources alignment**

- Title 1 Funds
- Coach, Staff Developer and Administrators will meet with teachers
- Coach and Staff Developer will meet with teachers in the different grades

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p><b>Annual Goal #3</b></p> <ul style="list-style-type: none"><li>• By 2012, school administrators will engage in 8-10 partial observations and 2 formal classroom observations for every teacher and provide timely, specific, evidence-based feedback.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <p>After reviewing city-wide instructional expectations for the 2011-2012 school year, all administrators will implement the Danielson's Framework/Rubric for Teaching Talent Management Pilot 2011-2012 Program engaging in 8-10 partial observations to strengthen their capacity to provide teachers with high-quality feedback.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• Provide teachers with monthly Professional Development on Priority Competencies from Danielson's Framework/Rubric for Teaching Talent Management Pilot 2011-2012.</li><li>• Conduct 8-10 partial observations and 2 formal classroom observations</li><li>• Provide feedback from observations that articulate clear expectations for teacher practice and serve as the focus for teacher development.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• See attachment (Parent Involvement Policy (PIP) and School Parent Compact).</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.</li></ul>
<p><b>Service and program coordination</b></p> <ol style="list-style-type: none"><li>1. According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive instruction in Storytown using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.</li><li>2. School-wide reform strategies that:<ol style="list-style-type: none"><li>a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</li><li>b. Use effective methods and instructional strategies that are based on scientifically-based research that:<ul style="list-style-type: none"><li>○ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.</li><li>○ Help provide an enriched and accelerated curriculum aligned to the Common Core Learning Standards</li><li>○ Meet the educational needs of historically underserved populations.</li><li>○ 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.</li><li>○ Are consistent with and are designed to implement State and local improvement, if any.</li></ul></li></ol></li></ol>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>• Title I Funds</li><li>• Title III Funds</li><li>• PCEN/LEP</li><li>• Literacy Coach and Staff Developer will provide workshops and meetings.</li></ul>

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p><b>Annual Goal #4</b></p> <ul style="list-style-type: none"><li>By June 2012, all teachers will engage all students in at least one strategically selected literacy task and one math task aligned to Common Core Learning Standards.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <p>After reviewing city-wide instructional expectations for the 2011-2012 school year our teachers engaging in this work will use rich performance tasks as a vehicle for examining student work, developing a shared understanding of success as defined by the new standards, and determining how to adjust their practice to support student development along the continuum of college and career readiness. All students will engage in at least one strategically selected literacy and math task aligned to the Common Core Learning Standards.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>In literacy, students in Pre K - 5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.</li><li>In math, students in Pre K – 5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>See attachment (Parent Involvement Policy (PIP) and School Parent Compact).</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.</li></ul>
<p><b>Service and program coordination</b></p> <ol style="list-style-type: none"><li>According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive instruction in Storytown using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.</li><li>School-wide reform strategies that:<ol style="list-style-type: none"><li>Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</li><li>Use effective methods and instructional strategies that are based on scientifically-based research that:<ul style="list-style-type: none"><li>Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.</li><li>Help provide an enriched and accelerated curriculum aligned to the Common Core Learning Standards.</li><li>Meet the educational needs of historically underserved populations.</li><li>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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.</li><li>Are consistent with and are designed to implement State and local improvement, if any.</li></ul></li></ol></li></ol>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>Title I Funds</li><li>Title III Funds</li><li>PCEN/LEP</li><li>Literacy Coach and Staff Developer will provide workshops and meetings.</li></ul>

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p><b>Annual Goal #5</b></p> <ul style="list-style-type: none"><li>By June 2012, English Language Learners will demonstrate progress toward achieving State standards as measures by 10% adequate yearly growth on the New York State ELA assessment.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>After reviewing and analyzing data from 2010-2011 Accountability and Overview Report, we found that our English Language Learners did not make Adequate Yearly Progress (AYP).</li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>Monthly professional development on Spotlight ( a balanced program that features innovative teaching strategies) that enables the teacher to provide direct language instruction, cooperative learning activities, differentiated instruction and exposes the students to grade-level academic English and models of standard English.</li><li>We will continue to analyze data from the NYSESLAT, interim and unit assessments to establish short and long term goals to meet the needs of the students.</li><li>The budget is used to fund a literacy coach for the 2010-2011 school year</li><li>Teachers will receive ongoing Professional Development on</li><li>Teachers will analyze the data from interim assessments, and conference notes to track the students progress</li><li>Teachers will administer the running records twice a year to track the students reading progress and performance in English.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>See attachment (Parent Involvement Policy (PIP) and School Parent Compact).</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>Provide a safe, friendly and nurturing environment. Provide teachers with quality professional development opportunities in our school, network or city. Supervisors will provide continuous assistance and support, holding individual as well as group conferences. Lead teachers will provide support and assistance as buddy teachers and partners to our new staff members on each grade level.</li></ul>
<p><b>Service and program coordination</b></p> <ol style="list-style-type: none"><li>According to the performance of children in relation to the State academic content and student academic achievement standards, our students will continue to receive instruction in Storytown using the Balanced Literacy Model, Everyday Math and Math Counts, Harcourt Science Program in Grades K-5. Teachers will use the assessment data from the ELA and Math Predictive, ELA and Math ITA and NYSTART Report to differentiate instruction to meet the needs of each individual student in our general education, special education and bilingual education classes. The Harcourt Science Program will provide the students with a hands-on and inquiry based approach. The Harcourt Social Studies Program provides the students with document based questions, graphs and visuals that promote higher critical thinking skills.</li><li>School-wide reform strategies that:<ol style="list-style-type: none"><li>Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</li><li>Use effective methods and instructional strategies that are based on scientifically-based research that:<ul style="list-style-type: none"><li>Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.</li><li>Help provide an enriched and accelerated curriculum aligned to the Common Core Learning Standards.</li><li>Meet the educational needs of historically underserved populations.</li><li>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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.</li><li>Are consistent with and are designed to implement State and local improvement, if any.</li></ul></li></ol></li></ol>

**Budget and resources alignment**

- Title I Funds
- Title III Funds
- Coaches will provide workshops
- PCEN/LEP

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	51	45	N/A	N/A				
<b>1</b>	60	54	N/A	N/A			1	
<b>2</b>	62	54	N/A	N/A	2		4	
<b>3</b>	59	39	N/A	N/A	1		1	2
<b>4</b>	50	37	0	0				
<b>5</b>	50	30	0	0				1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	SES is an after-school tutoring program that services our students 2 days a week after school. The program targets our struggling students in our school on literacy and writing through small group, guided reading and technology. Our after school program services our third, fourth and fifth grade students who are in need of additional services to prepare them for the NYS ELA exam.
<b>Mathematics</b>	SES is an after-school tutoring program that services our students 2 days a week after school. The program targets our struggling students on skills and strategies to be successful in math. Our after school program services our third, fourth and fifth grade students who are in need of additional services to prepare them for the NYS Math exam.
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Individual and group mandated counseling services during the school day. Works with at risk as requested by the PPC team and Principal. The group size and length of time is in accordance to the students need. The purpose is to guide students to fulfill his/her potential in the best of circumstances.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	Provide emotional support, verbal therapy and play therapy for the students in need of emotional support or at risk services during the school day. Teacher and parent support.
<b>At-risk Health-related Services</b>	Provide individual health instruction for at risk children. Bi-yearly asthma classes to groups of students. Day to day prevention and intervention during the school days.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_\_\_\_ 32K106 \_\_\_\_\_ **School Name:** \_\_\_ Edward Everett Hale – PS 106 \_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After reviewing and analyzing aggregated performance data from nySTART, we found that during the 2010-2011 school year 48% of our Students with Disabilities scored a Level 1 on the New York State ELA assessment. The areas identified as a weakness are summarizing, finding the main idea and supporting details, making predictions, drawing conclusions, making inferences and determining the meaning of unfamiliar words. The students also show weakness in organizing their ideas in order to write a coherent piece.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement an after school program that will continue to aid our SWD in literacy so skills and strategies can be further improved. This will be in conjunction with the Storytown Intervention Literacy Program already implemented during the school day.

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

Professional Development Institute will be held on Saturdays for our Staff to continue to enhance their instruction in literacy aligned with the Common Core Standards. Teachers will partake of workshops on the Danielson Framework in order to improve instruction,, Data Analysis on the students writing, Vocabulary Development to enhance their reading ability and comprehension and Differentiated Instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our Mentor Program is the New and Early Career Teachers which meet two periods during the week with assigned senior teachers. The mentor meets with the teacher during their Professional Period and another scheduled period between the teacher and mentor. The mentor models lesson and helps with their planning keeping in mind the Danielson Framework.

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.

The school notifies the parents in a timely fashion on school letter head and during parent meeting in the language parents understand about the schools identification for school improvement.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Groll, Christopher/Ada Orlando</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>106</b>
School Name <b>Edward E. Hale</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Robert Flores</b>	Assistant Principal <b>G. Fernandez</b>
Coach <b>W. Gonzalez</b>	Coach <b>A. Cosby</b>
ESL Teacher <b>J. Crespo</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>W. Colon--5<sup>th</sup> grade bilingual</b>	Parent <b>Ara Fulcher</b>
Teacher/Subject Area <b>E. Mendez--4<sup>th</sup> grade bilingual</b>	Parent Coordinator <b>S. Ortiz</b>
Related Service Provider <b>M. Willie--Speech Therapist</b>	Other <b>type here</b>
Network Leader <b>Ada Orlando</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>632</b>	Total Number of ELLs	<b>176</b>	ELLs as share of total student population (%)	<b>27.85%</b>
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## Part II: ELL Identification Process

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

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

1. Initial Identification takes place during the registration process. The ESL teacher, Ms. Jacqueline Crespo is present to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the LAB-R (if necessary) and any other formal initial assessments. She also examines any information brought in by the parent (report cards, progress reports, and any other information that will aid in the initial identification as well as proper placement of the child. Eligible students are tested on the LAB-R and Spanish LAB (if necessary) no more than ten days after initial enrollment as per compliance regulations. Ms. Crespo has an ESL license in addition to a Bilingual Common Branch Spanish license, and is currently teaching ESL to ELLs in monolingual classes. She had taught second grade bilingual previously for more than ten years. We also have the services of our previous ESL teacher, Ms. Diana Glass who has an ESL license as well as a Bilingual Common Branch Spanish license. She taught ESL for 35 years. When available, she is also called upon to conduct the initial screening. ELLs are evaluated annually using the NYSESLAT. Prior to the testing the ESL teacher checks the document produced by ATS-- "Students eligible for the NYSESLAT" to assure that all entitled students have been identified and have received the LAB-R. She checks this document against pre-slugged answer sheets and makes up answer sheets for those students who do not have them. In addition, she pulls those answer sheets of students who have either been discharged or who are not ELLs as per the LAB-R. A parent meeting is held at the beginning of the school year to explain different assessments provided to all students including the ELLs. Additionally, a meeting is held prior to the administration of the NYSESLAT to discuss the different aspects of the test and how parents can help prepare their children for it. The parents also receive written material in their native language that gives pertinent information on the NYSESLAT. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT. Finally, sometimes we receive ELLs from other schools. Parents of these ELLs request bilingual classes which our school has. In these cases our principal articulates with the school wishing to send the ELLs. He verifies information and whether there is room in our bilingual class. The ESL teacher and/or Ms. Glass articulates with the ESL teacher from the school, requests a copy of the HLIS, verifies if the child received the LAB-R, requests a copy of the Parent Survey if available and any other pertinent information available. If the parent survey is unavailable or has not yet been completed, the parent is called in and the form is filled out after a parent orientation. The child is then placed accordingly.

2. To ensure parental understanding of the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), we provide at least two parental orientations where program information is available in several forms—brochures and reading material written in the language of the parent; a video presentation made by the Department of Education in which each program is described in detail; and an oral presentation made by the Parent Coordinator and the English as a Second Language Teacher. In addition, we invite the parents to visit the classrooms and/or sites where each program is available. The Parent Coordinator also meets with parents on an individual basis for over the counter registrants and explains each program model in depth. When parents are not available to attend parent orientation sessions, she invites them to come to the school at various times of the school day (7:30 a.m. – 4:00 p.m.) and provides the orientation then. During the Fall sessions of "Meet your child's teacher," the Parent Coordinator, the ESL teacher and program teachers provide an explanation of different programs available at our school including Bilingual/ESL programs. Furthermore,

there is a parent meeting held in September in which all OTPS explain the different programs (Title I Reading LAB, Title I Math LAB, AIS) at the school. The ESL teacher explains the Bilingual/ESL program models available. There is another parent meeting held before standardized testing in which parents of ELL students are given information on Bilingual/ESL programs. The ESL teacher also helps out during pre-registration and explains the different program models and provides initial screening for new entrants. In addition, she gives an orientation for these parents in June as a jump start for incoming kindergarten students in September. Furthermore, parents are notified via letter and follow-up telephone calls about all orientations, meetings and workshops that impact on ELL programs and models. Finally, bilingual teachers provide orientations to parents of ELLs (in their classrooms) who have not attended any other parent orientation session or have been registered after the parent orientations were conducted. They provide these orientations during Parent-Teacher Conferences during the afternoon and evening sessions.

3. Our school ensures that all program selection forms are returned by doing the following:

- A letter is sent out informing parents of the date, time, and place of the parent orientation for the explanation, video, and completion of the Parent Survey and Program Selection Form. The letter delineates regulations set forth by CR Part 154 regarding the default program for ELLs for parents who do not fill out the above stated form.
- Phone calls are made prior to the meeting in which the ESL teacher reviews the importance of attending the meeting and explains the default program for ELLs again.
- At the meeting after the presentation of the video and discussion of the different program models, parents have the opportunity to ask questions, receive further clarification and then fill out the Program Selection Form.
- For those parents who have not attended the parent orientation, the parent coordinator makes phone calls and meets with parents on an individual basis.
- At the parent teas (meetings with parents and teachers held during the first few days of school) parents who need to fill out the program selection form meet with the ESL teacher for an orientation, clarification and completion of the Parent Selection Form.
- Bilingual teachers and or the ESL teacher meet with parents who have not filled out the Parent Survey/entitlement letter during Parent-Teacher conference afternoon and evening sessions. They also provide parents with the continuation letters for signature if necessary.
- There are parent orientations held in September where different programs are explained. Parents who are present and have not signed a continuation letter are given a letter explaining the program and asked to fill out the parent selection form.
- Parents who have failed to sign the Parent Survey receive a letter that their children have been placed in the bilingual class of that grade by default.
- \* After the above procedures have been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various bilingual/ESL programs. Parents make their decision and the form is then sent home for parent signature.
- \* If the form is not returned and the parent has been contacted various times using a number of ways of contacting the parent, the child is placed in the default program.
- \* First entitlement letter records are maintained by the ESL teacher in a folder entitled "Parent Survey and Selection Forms, 2011-2012 school year." Within the folder the first time entitlement letters are organized first by the Transitional Bilingual Program and then the Free Standing ESL. Furthermore, a copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained by year and boxed accordingly.
- Continued Entitlement letters are given to the students to take home for parent signature after reviewing the NYSESLAT scores in September.
- For those students who do not return the continuation letters phone calls are made and follow-up letters given until they are brought back.
- \* If the continuation letters have not been returned by Open School Evening and Day sessions, classroom teachers request signature if the parent is in attendance.
- \* The Continued Entitlement letters are maintained by the ESL teacher in a folder entitled "Continued Entitlement letters, 2011-2012 school year. Within the folder the entitlement letters are organized first by the Transitional Bilingual Program and then the Free Standing ESL. Furthermore, a copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained by year and boxed accordingly.

4. During the Parent Orientation and/or any other meetings held to advise parents of Bilingual/ESL services, the ESL teacher and/or classroom teacher explains the HLIS, LAB/R, NYSESLAT and Spanish LAB (to determine language dominance). She explains first time entitlement status based on the LAB-R and continued entitlement status based on the NYSESLAT scores. During the parent

orientation and the completion of the Parent Survey and Selection forms, the ESL teacher reviews the documents and articulates with the parents the students' placement. She honors the parents' selection as per the survey and communicates the student placement to the parent immediately. She is also available along with the Parent Coordinator to answer questions and provide any information requested by the parents. All written and oral communication is done in the language of the parent. When the language is not spoken by any staff member, we use the translation service from the Department of Education. We assure that any written communication (first time entitlement letter, parent survey and selection forms, continued entitlement letters, and so forth) are presented in the parents' native language if available from the Department of Education.

5. Parent Surveys and Parent Selection forms indicate a request for a transitional bilingual program for ELL students who are Spanish speaking. Our current registration for the 2011-2012 school year showed that 73% of incoming ELL students have been placed in bilingual classes as per parent selection forms; 27% of incoming ELL students have been placed in our freestanding ESL program as per parental consent. Parents of ELL students who are not Spanish speaking have refused the transfer option and/or there is no transfer option available.

6. The programs offered at P.S. 106 are aligned with parental request and adhere to the Children First initiatives of a uniform curriculum in compliance with CR Part 154 and the Continuum of Academic Rigor and Excellence.

## 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●

### This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	2	2	1								8
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	2	2	2	3	3	2	0	0	0	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	176	Newcomers (ELLs receiving service 0-3 years)	156	Special Education	26
SIFE	12	ELLs receiving service 4-6 years	17	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	111	12	16	10	0	6	02	0	0	123
Dual Language	0	0	0	0	0	0	00	0	0	0
ESL	45	0	2	7	0	1	1	0	1	53
Total	156	12	18	17	0	7	3	0	1	176

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	20	17	17	31	19	19	0	0	0	0	0	0	0	123
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>31</b>	<b>19</b>	<b>19</b>	<b>0</b>	<b>123</b>						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	5	17	4	4	0	0	0	0	0	0	0	42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	0	0	2	2	2	0	0	0	0	0	0	0	8
Haitian	0	1	0	0	0	2	0	0	0	0	0	0	0	3
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other														0
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>19</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>53</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is the 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 levels is the same in one class?

Instruction in the Transitional Bilingual Classes is organized using the self-contained model. There is one bilingual class per grade level except in grades 3 and 4 where there is an additional bilingual class serving special needs' ELLs in a 12:1:1 model. The classes move as a block for different cluster periods. The classes are organized heterogeneously since we do not have enough students to form an additional bilingual class per grade or on contiguous grades.

Instruction in the Freestanding ESL program is organized using a push-in/pull out model. During the push-in model the ESL teacher co-teaches with the classroom teacher and provides the extra scaffolds and support needed by the ELLs to master the deep structure and vocabulary of L2. While the ELLs may have different proficiency levels, the students are grouped accordingly. During the pull-out model the ESL teacher works with ELLs across proficiency levels in small groups to foster higher linguistic knowledge in order to create critical thinking skills. She groups according to proficiency levels as well as grade levels or contiguous grade levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency

## A. Programming and Scheduling Information

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?

In our transitional bilingual classes the bilingual teacher provides the mandated number of instructional minutes according to proficiency levels obtained by NYSESLAT and in accordance with CR Part 154 for ESL, ELA and Native Language Arts. Since our bilingual classes are organized across proficiency levels, the teachers use differentiated instruction to provide the mandated number of ESL/ELA to each entitled student. According to CR Part 154, bilingual teachers provide one unit of study in Native Language Arts (180 minutes) per week; two units of ESL for Beginner and Intermediate students as evidenced by the NYSESLAT for ELLs in grades one through five and the LAB-R for ELLs in kindergarten or those without NYSESLAT scores; and one unit of study of ESL and one unit of study of English Language Arts for Advanced students. The Content Area Instruction is provided in the native language following our program model (70-30, 50-50, 25-75) except for Social Studies which is conducted in English using scaffolding techniques such as graphic organizers, mapping, cognates, and so forth.

The ESL teacher provides all targeted ELLs in the Free Standing ESL program with the mandated number of units of study (two units of study) for the Beginner and Intermediate level students as per NYSESLAT and/or LAB-R assessments as well as one unit of study of ESL and one unit of study of ELA to the advanced population of ELLs. Our ESL teacher also uses differentiated instruction to provide the linguistic needs of the entitled ESL students. Our librarian who also has a bilingual common branch license provides additional instruction and skill building to students in bilingual as well as Free Standing ESL classes. Content area instruction is provided by the mainstream classroom teacher using ESL methodologies to provide a learning classroom environment in which our ELLs can effectively acquire academic content knowledge. In addition, the ESL teacher parallels her instruction with the unit of study in Science/Social Studies followed by the classroom teacher.

3. Describe how the content areas are delivered in each program model? Please specify language and instructional methods used to make content comprehensible to enrich language development.

In our transitional bilingual classes (Spanish) content areas (Math, Science and Social Studies) are delivered in the native language using a 60-40 model. In this way the content is comprehensible to all of the students and helps them transition to the 50-50 model around January. The bilingual teachers take one content (Social Studies since this content can be broken down using manipulatives--maps, graphic organizers, use of prior knowledge etc.) to help ELLs start to navigate content area vocabulary and structures. Teachers use charts, graphic organizers, projects, performance tasks, use of smart boards, technology, cooperative learning, peer tutoring, games, field trips, differentiated instruction and other proven methodologies to enrich the language development of L1 and prepare their students to move to the 50-50 model and then the 25-75 model by March.

In our Freestanding ESL program content areas (Math, Science and Social Studies) are delivered in English by the classroom teacher using pictures, graphic organizers, charts with realia, computers, baskets of books in the students' native languages, peer buddies performance tasks, performance tasks, smart boards, technology, and other proven methods to make content comprehensible to enrich language development. The ESL teacher provides support to the ELLs in content area using word banks, charts, Venn Diagrams, labels, games, graphic representation, QAR, and other proven methods to scaffold the language to make content more comprehensible and enrich language development. While the cluster teachers provide instruction in English to both bilingual classes and monolingual classes where there are ELLs, these teachers provide language rich/print rich environments that help ELLs manipulate the higher language and structures needed in the content areas. Our cluster teachers have been provided with staff development in L2 strategies to foster deep structure and higher vocabulary--figurative language, idiomatic expressions, multi-meaning words and so forth. Our music teacher provides activities in rhyming, lyrics, and songs/poetry that helps ELLs in listening and speaking. Our social studies/science cluster has attended Q-TEL workshops. Our writing cluster is an experienced upper grade teacher and provides instructional services to promote the highest linguistic skill--writing using stories and literature as a base.

4. How do you ensure that ELLs are appropriately evaluated in their native language? There are several tools used to evaluate ELLs in their native language (at P.S. 106 ELLs who are Spanish speaking and receiving bilingual instruction are evaluated in Spanish). The initial identification is done using the HLIS. The answers are verified and analyzed by the ESL teacher. Once a potential ELL is identified and screened as eligible for testing, the ELL student (Spanish speaking) is given the Spanish LAB as a form of language dominance. Once placed in the bilingual classes, the ELLs are given informal tests in the content areas, the Running Records for upper grade students (3-5),

## A. Programming and Scheduling Information

El Sol for grades K-2. The inquiry teams provide informal assessment in Native Language according to targeted skills. At the end of the school year students in bilingual classes in grades 3-5 receive the ELE. Data is analyzed and instruction driven according to students' weaknesses.

5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

a. Our instructional plan for SIFE students include support in L1. For those SIFE students in bilingual classes reading strategies are done

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 75% 50% 25%	teacher and assistant using a special decoding and comprehension program called "Headsprout". The classroom as well as cluster teachers (especially our writing and literacy teachers) provide differentiated instruction in beginning reading and writing strategies. The ESL teacher provides some multicultural lessons and material on American culture. These students also form our inquiry target population. Finally they are encouraged to attend the extended day.		
100% 75% 50% 25%	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, all of our cluster teachers that impact on ELLs provide differentiated instruction for them targeting vocabulary and deep structure to foster higher critical thinking skills. The cluster teachers		
100% 75% 50% 25%	months of entry into our school, we follow the curriculum per grade as well as the mandated number of units of ESL and Native Language. Content area exams are given in the native language. For the newcomers who are not in transitional bilingual classes, the ESL teacher provides the mandated number of units of ESL and confers with classroom teachers to help provide the content area in English using concrete and abstract objects, graphic organizers, etc.		
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

In addition, since NCLB now requires ELA testing for ELLs after one year, all of our cluster teachers that impact on ELLs provide differentiated instruction for them targeting vocabulary and deep structure to foster higher critical thinking skills. The cluster teachers

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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.

Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and/or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers/OTPS also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day. The after school

**A Programming and Scheduling Information**

**B. Programming and Scheduling Information--Continued**

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Our plan for continuing transitional support is to place former ELLs in the grade appropriate monolingual classroom where our Freestanding ESL students receive services. The classroom teacher has been trained in ESL strategies and uses these strategies to foster the academic as well as social language needed to be successful in school. The ESL teacher continues to monitor the level of the former ELLs and continues to provide technical assistance to the classroom teacher as well as all other teachers who impact on these students. These students also receive services from the AIS cluster teachers.

Our continuing transitional support includes compliance with the testing accommodations for ELLs who have reached proficiency on the NYSESLAT for two years. These accommodations include:

\* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative language editions of the exam, oral translations, third reading of listening selections, and written response in the native language.

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

For the upcoming school year we are implementing a tutoring program for ELLs on Mondays and Wednesdays that focuses on skill building and strategies needed by ELLs in grades 3-5 to move up on the NYSESLAT exam.

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

There have been no programs/services discontinued.

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

ELLs are afforded equal access to all school programs as long as they meet program criteria. After school programs and supplemental programs include SES—tutoring for students in grades K-2 and 3-5. The after school program will commence in January and is open to all students.

## B. Programming and Scheduling Information--Continued

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

### 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)?

N/A

### Courses Taught in Languages Other than English ⓘ

#### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Our professional development plan for all personnel who impact on our ELLs (classroom teachers, paraprofessionals, guidance counselor, special education teachers, occupational/physical therapist), speech therapist, secretaries, SAPIS worker, IEP teacher, clusters) includes on-going workshops on strategies and skills needed by ELLs to promote language development. Some of our teachers attend professional development outside of the school and the professional development Saturday Academy. All of our literacy and math workshops presented by the literacy coach and data specialist also address the needs of ELLs. The coach, data specialist and ESL teacher demonstrate strategies to promote L2. There is also professional development provided by companies who conduct workshops on instructional materials for ELLs. During the Inquiry Team meetings professional development is provided at the school on Best Practices (as shown by research by Shari Frost and others) and Common Core State Standards (CCSS) that correlate to the ESL standards and regulations of CR Part 154. In addition, there will be a series of workshops open to the entire staff on Saturdays on Charlotte Danielson's Framework for Teaching on the following 3 domains and their impact on the teaching/learning of ELLs.

Planning and Preparation

The Classroom Environment

Instruction

and the six competencies:

Designing and Coherent Instruction

Establishing a Culture for Learning

Managing Student Behavior

Using Questioning and Discussion

Engaging Students in Learning

Using Assessment in Learning

In addition to the professional development for personnel impacting on our ELLs during the Inquiry team meetings and Saturday Academy, we conduct professional development during Faculty conferences, grade meetings (we have at least one common preparation period per week for pedagogical staff on the same grade and across grades, and across programs), professional periods and Facilitators' meetings held on Friday afternoons and open to the general staff. The administrative staff at our school (Principal and two assistant principals) hold bilingual licenses and conduct professional development needed by the staff who impact on our ELL population. In addition, our school psychologist and social worker are hold bilingual licenses and provide professional development on psychological and social needs of our ELL population. Finally, professional development for staff who impact on our ELL population is provided by the Network Professional Development.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As ELLs transition from elementary to middle school, they attend an orientation session at the middle school where middle school personnel meet and explain the school goals, expectations and so forth. In addition, the ESL teacher sends out a memo to each Assistant

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The minimum 7.5 hours of ELL training for all staff as per Jose P. include a series of workshops and mentoring sessions where mandates are shown, strategies are demonstrated and modeled, the pedagogical staff looks at different testing instruments, including the NYSESLAT, program models are discussed and a cadre of strategies are suggested to help ELLs master L2.

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The minimum 7.5 hours of ELL training for all staff as per Jose P. include a series of workshops and mentoring sessions where mandates are shown, strategies are demonstrated and modeled, the pedagogical staff looks at different testing instruments, including the NYSESLAT, program models are discussed and a cadre of strategies are suggested to help ELLs master L2.

It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction

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

**E. Parental Involvement**

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

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.

Our parental involvement includes different aspects. We have a Parent Association which meets monthly; in addition, there is a parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and school projects. There are also workshops held monthly on different topics including Breast Cancer Awareness, Asthma, Discipline and Punishment, Nutrition, Stress and Domestic Violence. There are also trips planned where parents can learn about the city and how to use it as a tool to take their children. Our parent coordinator meets with parents on an individual basis to discuss specific parent concerns, offers information on housing, ESL classes, answers questions, helps parents fill out forms for students transitioning to the middle school. She also helps parents understand the IEP and other school data and information including ELL program models. All information is provided in the language of the parent whether it is written or spoken. Our Parent Coordinator also refers parents to community organizations (for example Ridgewood/Bushwick) depending upon the concern and need of the parent.

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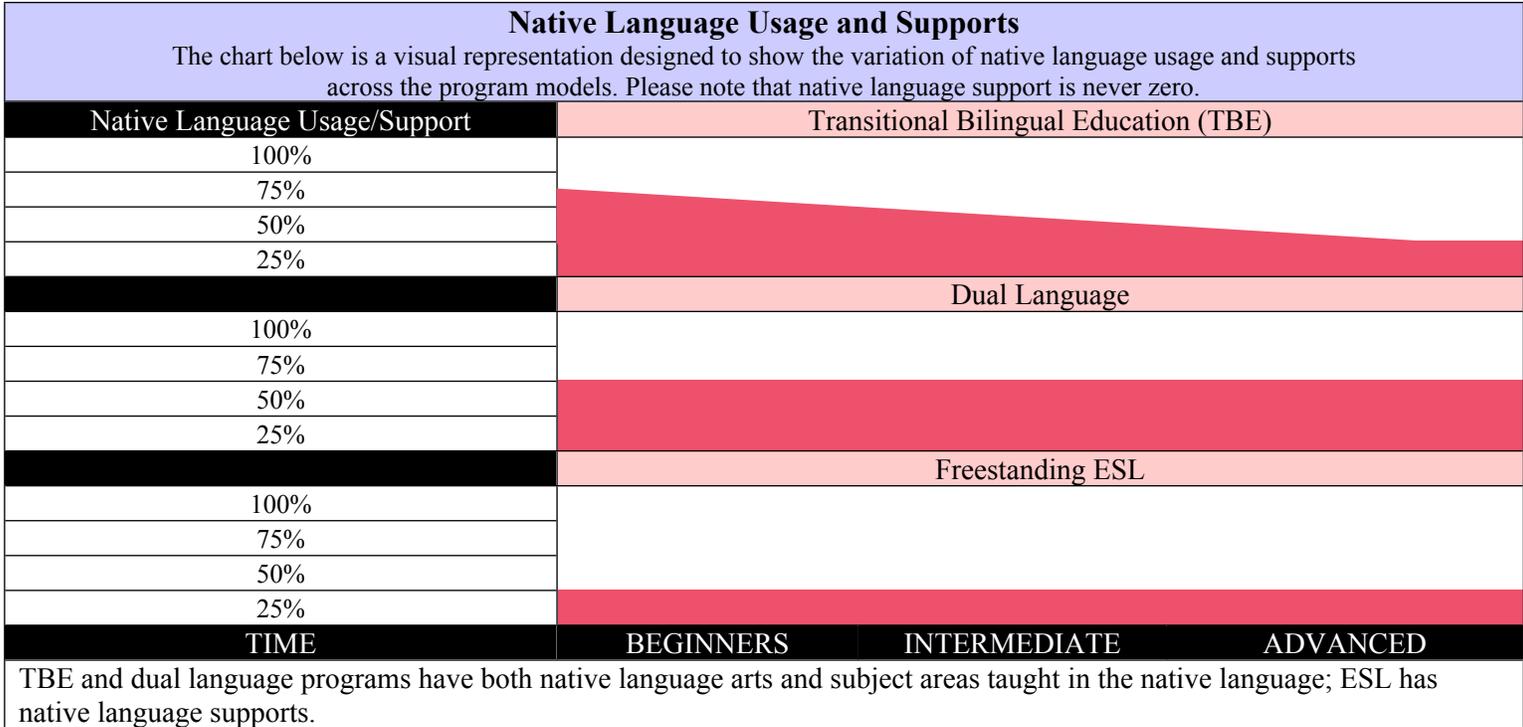
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

**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
<b>FOR TBE/DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
8. 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.
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  10. What new programs or improvements will be considered for the upcoming school year?
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  12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
  14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
  15. Do required services support, and resources correspond to ELLs' ages and grade levels?
  16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
  17. What language electives are offered to ELLs?

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Our plan for continuing transitional support is to place former ELLs in the grade appropriate monolingual classroom where our Freestanding ESL students receive services. The classroom teacher has been trained in ESL strategies and uses these strategies to foster the academic as well as social language needed to be successful in school. The ESL teacher continues to monitor the level of the former ELLs and continues to provide technical assistance to the classroom teacher as well as all other teachers who impact on these students. These students also receive services from the AIS cluster teachers.

Our continuing transitional support includes compliance with the testing accommodations for ELLs who have reached proficiency on the NYSESLAT for two years. These accommodations include:

\* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative language editions of the exam, oral translations, third reading of listening selections, and written response in the native language.

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

For the upcoming school year we are implementing a tutoring program for ELLs on Mondays and Wednesdays that focuses on skill building and strategies needed by ELLs in grades 3-5 to move up on the NYSESLAT exam.

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

There have been no programs/services discontinued.

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

ELLs are afforded equal access to all school programs as long as they meet program criteria. After school programs and supplemental programs include SES—tutoring for students in grades K-2 and 3-5. The after school program will commence in January and is open to all students.

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

## Additional Information

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

Paste additional information here

## 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)?

N/A

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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Our professional development plan for all personnel who impact on our ELLs (classroom teachers, paraprofessionals, guidance counselor, special education teachers, occupational/physical therapist), speech therapist, secretaries, SAPIS worker, IEP teacher, clusters) includes on-going workshops on strategies and skills needed by ELLs to promote language development. Some of our teachers attend professional development outside of the school and the professional development Saturday Academy. All of our literacy and math workshops presented by the literacy coach and data specialist also address the needs of ELLs. The coach, data specialist and ESL teacher demonstrate strategies to promote L2. There is also professional development provided by companies who conduct workshops on instructional materials for ELLs. During the Inquiry Team meetings professional development is provided at the school on Best Practices (as shown by research by Shari Frost and others) and Common Core State Standards (CCSS) that correlate to the ESL standards and regulations of CR Part 154. In addition, there will be a series of workshops open to the entire staff on Saturdays on Charlotte Danielson's Framework for Teaching on the following 3 domains and their impact on the teaching/learning of ELLs.

Planning and Preparation

The Classroom Environment

Instruction

and the six competencies:

Designing and Coherent Instruction

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In addition to the professional development for personnel impacting on our ELLs during the Inquiry team meetings and Saturday Academy, we conduct professional development during Faculty conferences, grade meetings (we have at least one common preparation period per week for pedagogical staff on the same grade and across grades, and across programs), professional periods and Facilitators' meetings held

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It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction

## E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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## 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)	18	13	7	18	14	8	0							78
Intermediate(I)	2	5	12	21	4	6	0							50
Advanced (A)	8	6	3	11	7	13	0							48
Total	28	24	22	50	25	27	0	0	0	0	0	0	0	176

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	0	3	5	5	6							
	I	14	6	8	6	6	5							
	A	4	7	14	12	7	15							
	P	3	14	19	8	9	10							
READING/ WRITING	B	12	3	15	15	6	8							
	I	8	6	15	8	6	8							
	A	6	3	11	6	12	11							
	P	0	15	3	2	3	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	4	2	0	20
4	6	12	1	0	19
5	12	17	0	0	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	6	2	8	0	12	0	0	31
4	1	4	5	11	3	2	0	0	26
5	2	7	7	15	2	2	0	2	37
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	4	3	2	13	2	0	27
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	7	12	13				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess early literacy skills of our ELLs we use E-CLAS-2 for the monolingual and bilingual classes as well as EL SOL for our bilingual classes. These tools test a variety of skills—both decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. By looking at the data provided by these tools the school plans its instructional focus. These tools give an accurate insight into a child's decoding and thinking/comprehension processes since it is administered on a one-to-one basis. The child is more at ease and has a lower affective filter. A standardized exam often tests students at their frustration level. We then look at the data and tweek our instructional program based on the results of the E-CLAS-2 and EL SOL. In addition, we have a computer based program "Headsprout" which helps struggling readers overcome the decoding. It is open to our ELLs and they have benefitted from these interventions. We use E-Clas and El Sol (for ELLs in grades K-2) data to analyze weaknesses in the skill areas tested. We then use this data to define our learning targets and short term goals. We use Running Records (English and Spanish), ELA scores, number of years in an ELSS, and the ELE to also define our learning targets and short term goals.

- What is revealed by the data patterns across proficiency levels and grades?

The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. Reading, considered to be one of the receptive aspects of language and writing, considered to be one of the expressive aspects remain a challenge for our students. Many of our ELLs received a "P" in listening and speaking but did not test out due to the reading/writing. This is a clear indicator that there is a need to increase explicit ESL throughout the grade levels to provide ELLs with the tools necessary to navigate the language through deep structure, text patterns, genre, and so that the ELLs will be better equipped to navigate language through using persuasion, editorializing, debating and the other suprasegmental features of the language correctly.

Furthermore, our special education students receive bilingual/ESL services either in self-contained bilingual classes (grades 3 and 4 in a 12:1:1 model) or in a Freestanding ESL program. In disagragating the data one can see that the challenge arises once the students have to read and write on their own. This is in line with what research states, "Learners hear more language, a greater variety of language and have more language directed toward them..." (Gibbons, p. 17). It is significant that most of the ELLs in this category fall in the middle indicating a need to broaden the language teaching to challenge and push our ELLs ahead through scaffolding and strategies that will help them navigate the L2.

The implications in transitional bilingual classes is to provide rich and meaningful content first in L1 in order to assure meaning and

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>Edward Everest Hale</b>		School DBN: <b>32K106</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Flores	Principal		11/30/11
Grace Fernancez	Assistant Principal		11/30/11
Susie Ortiz	Parent Coordinator		11/30/11
Jacqueline Crespo	ESL Teacher		11/30/11
Ara Fulcher	Parent		11/30/11
William Colon	Teacher/Subject Area		11/30/11
Elsie Mendez	Teacher/Subject Area		11/30/11
Wanda Gonzalez	Coach		11/30/11
Aisha Thurman Cosby	Coach		11/30/11
N/A	Guidance Counselor		11/30/11
Ada Orlando	Network Leader		11/30/11
Melissa Willie	Other <u>Related Service</u>		11/30/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **32K412** School Name: **106**

Cluster: **4** Network: **412**

**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**

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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.

At PS 106, our main languages are English and Spanish with a few students speaking Haitian Creole and Arabic. All materials going out to parents are translated to assure parents understanding and involvement. There are two questions on the HLIS (Part 3--Parent Information) which asks parents in which language they would like to receive written information; and in which language they would prefer to communicate orally with staff. We use the data collected from this information to assess our school's written and oral interpretation needs. We also look at the RPOB and the RHLA to assess the languages spoken in our school. Furthermore, we review the data in our LAP to verify languages spoken in our school. We look at agendas, parents' notification letters, parents attending PTA meetings, Parent Coordinators logs, Parent/Teacher Conference attendance sheets, parent teas, after school, evening and Saturday activities attendance and ESL attendance sheets to assess who attends our activities.

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.

A review of the data indicates that our largest language group for which translation and oral interpretation exists is Spanish. We also have a few Arabic speaking parents as well as a few Haitian Creole speakers. The findings are reported to the school community at Leadership Committee meetings, faculty conferences, to all personnel dealing with parents (Parent Coordinator, Attendance personnel, School Based Support Team, Secretaries, SAPIS worker, Teachers and so forth).

## Part B: Strategies and Activities

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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.

At PS 106, we do in-house written translations and use community personnel as the need arises. We have enough pedagogical personnel versed in oral and written Spanish to accomplish this goal. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis. We use the translated letters and HLIS as well as brochures and information provided by the Department of Education Office of English Language Learners. All documents are translated in a timely fashion.

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

Oral interpretation is done in-house. Many of our pedagogues, IEP team as well as our administration speak two languages (English and Spanish). For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet to provide the translation. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis (for example during Parent-Teacher conferences).

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>.

P.S. 106 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

- \*Notify parents using letters sent home (in the languages inherent at our school)
- \*Notify parents at Parent Association and Leadership Committee meetings (in the languages inherent at our school)
- \*Notify parents at meetings set up by Parent Coordinator (in the languages inherent at our school).
- \*Notify parents via bulletin board displays near the entrance of the school (in the languages inherent at our school).'

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Edward Everest Hale P.S. 106	DBN: 32K412
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

\* Rationale:

P.S. 106 is an elementary school located in a socio-economic community in the Bushwick section of Brooklyn. There are 632 students of which 176 or almost 28% are English Language Learners. (These statistics are as of the most recent submission of the LAP). Most of our English Language Learners are also immigrants--the majority coming from Spanish speaking countries and a few coming from Haiti and Arabic speaking countries. We house two types of services for our English Language Learners-- Transitional Bilingual Classes (one per grade level Kindergarten through grade 5 and two bilingual special education classes (12:1:1) for grades 2-3 and 3-4 and FreeStanding ESL in accordance with CR Part 154 and Title III. There is one ESL teacher who services entitled students whose parents choose ESL as the instructional program for their children, students with special needs whose IEPs indicate the need for ESL service and ELLs whose L1 is other than Spanish and whose parents refused the transfer option or where there is no transfer option available. The ESL teacher uses a Pull-out/Push-in model. All bilingual and ESL teachers are fully certified. All of our ELLs are provided with differentiated instruction to meet and exceed city and state learning and performance standards. Student gains are measured by all standardized assessments (ELA, Math, Science) in addition to the ELE, LAB-R and NYSESLAT. According to New York State Education Department's statistics, "The performance of ELL students continues to lag behind their English proficient peers. The gaps between ELLs and English Language Proficient students (ELPs) are greatest in ELA, although gaps also exist in Math performance, and in both ELA and Math the gap tends to grow between Grades 3 and 8." (Memo from Ken Slentz to P-12 Education Committee dated November 4, 2011). An analysis of our data supports the statement made by NYSED. During the 2011 test administration of the ELA, 68 ELLs in grades 3-5 were tested; there were 0 students who received a Level 4; 3 students received a Level 3; 33 students received a Level 2 and 32 students received a Level 1. These numbers indicate that our ELLs have difficulty navigating the vocabulary, language structures and skills incumbent upon our students to master the Common Core Standards and alignment of the NYSESLAT and ELA to be rolled out in 2013. Furthermore, according to the NYSED document cited above, "The performance of general education ELL students on the NYSESLAT...shows a gap compared to the reading and writing, suggesting that ESL and native language instruction needs to focus on reading and writing domains for ELLs. The gaps between the percent of students scoring proficient on the listening and speaking versus reading and writing sections are greatest at grades 2-4...Instruction in these grades should put a greater emphasis on reading and writing, to improve the gap between ELLs gaining speaking and listening proficiency but lagging behind in reading and writing proficiency." As we disaggregated the data on the NYSESLAT, we noted that there was a disproportionate number of ELLs who scored Proficiency in Listening and Speaking as compared to

## Part B: Direct Instruction Supplemental Program Information

Reading and Writing in grades 2-4. As the ELA is mostly an assessment tool in reading and writing (the two highest linguistic features in developing language--both L1 and L2), it is logical that our ELLs who are tested in ELA after one year in an ELSS and are still developing their L2 face many challenges. Finally, P.S. 106 did not meet AYP for our ELL subgroup for 2010-2011 and have fallen below the score for Closing the Achievement Gap. We plan to use Title III funds to strengthen our education for ELLs in bilingual classes by providing strong rigorous instruction in reading and writing in L2 in alignment with the Common Core Standards including building strong content knowledge, building independence so that our students can comprehend and evaluate complex texts across the range, articulating ideas, and acquiring wide vocabulary in L2. We will use our after school program to continue to foster L2 for our ELLs in grades 1-5, mentor our ELLs in specialized and content area vocabulary, provide practice material in ELA, NYSESLAT, Math (in L1) and Science (in L1). Our Saturday Academy will provide one class of instruction in reading in L1 and ESL for our SIFE students in grades 3-5 who need to strengthen both decoding and comprehension in the native language in order to transfer skills to L2. Our second class consists of newcomers from monolingual classes who are in grades 2-4 who will receive ESL and reading in L2.

**\*Subgroups and grade levels of students to be served:**

Our After School classes will serve ELLs from transitional bilingual classes in grades 1-5. In addition, our after school program will be extended for those students in grade 4 for an additional 7 sessions to prepare this population for the New York State Science test. Our Saturday Academy classes will serve two diverse populations--SIFE from transitional bilingual classes in grades 3-5 and newcomers in grades 2-4 from monolingual classes.

**\*Schedule and Duration:**

The After School program will commence on February 27, 2012 and provide instruction and practice in ELA, Math and NYSESLAT. It will run through April 25, 2012 for a total of 16 sessions, 2 days per week, 2 hours per day. Our After School school Science program will commence on April 30, 2012 and run through May 21, 2012 for a total of 7 sessions, 2 days per week, 2 hours per day. Our Saturday Academy will commence on January 21, 2012 and run through May 5, 2012 for a total of 12 sessions, 1 day per week, 3 hours per day.

**\*Language of Instruction:**

Instruction in the After School program for grades 1-5 will be conducted in English for ELA, ESL and NYSESLAT practice and the native language (Spanish) for Math. Instruction in the After School program for grade 4 (Science) will be conducted in the native language (Spanish). Instruction in the Saturday Academy SIFE class will be conducted in the native language (Spanish) and English for the newcomer class.

**\*# and types of certified teachers:**

There will be 7 certified bilingual teachers and 1 certified ESL teacher.

## Part B: Direct Instruction Supplemental Program Information

### \*Types of Materials:

For our After School program we will use Buckle Down (In Kind contribution) for practice for the ELA, Empire NYSESLAT for practice for the NYSESLAT, Moving with Math (in Spanish) for practice for the Math test and supplementary material supplied by Harcourt for practice for the Science test. (In Kind contribution). For our Saturday Academy SIFE class we will use Cartilla Fonetica to help our SIFE students break the code and Escribir para Leer (In Kind contribution) to help our SIFE students with comprehension in L1. For our class for newcomers we will use Rigby On Our Way to English Newcomers' Kit--1, 2, and 3 (In Kind contribution). In addition, we will use Empire NYSESLAT as practice for the newcomers. We will also incorporate the use of technology in our Saturday Academy Newcomers' class to help this group break the code and practice sound-symbol relationship. Technology will also be used to differentiate instruction for this population.

## Part C: Professional Development

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

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

Begin description here:

### \*Rationale:

P.S. 106's Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning standards and how to achieve higher scores on all city and state assessments. Especially this year when we did not meet AYP for ELLs, we want to assure that our teachers are equipped with the strategies and techniques to move our ELLs ahead despite challenges and difficulties faced by this population. In addition, we will provide our pedagogical staff with the 7.5 hours of Professional Development as mandated under Jose P.

### \*Teachers to receive training:

Mandated training will be provided to Title III program teachers as well as other staff members (common branch teachers) responsible for delivery of instruction and services to ELLs.

### \*Schedule and Duration:

The Title III Professional Development will commence on Saturday, January 21 and run for 3 sessions, 3 hours per session. We are currently planning to run this professional development one Saturday per

### Part C: Professional Development

month for January, February, and March.

\*Topics to be included:

--Establishing a Culture of Learning (Differentiated Instruction, Disaggregation of Data--correlation of NYSESLAT and ELA, correlation of EL Sol and E-Clas, Running Records, Impact of CCSS on the ELL.

--Mandates of Bilingual/ESL instruction (Who are our ELLs? What is the identification process? Mandated services, ESL strategies in the monolingual classroom, Balanced Literacy for English Language Learners.

--Development of Curriculum Maps for English Language Learners (adapting the curriculum and materials to meet the linguistic needs of our ELLs, the use of technology, educational websites, and digital devices to support our ELLs)

\*Name of Provider:

Facilitators for the Professional Development sessions will include School Administrators, ESL teacher, and Literacy/Math coaches.

### Part D: Parental Engagement Activities

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

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

Begin description here:

\*Rationale:

In order for ELLs to succeed and achieve higher academic standards we include parents as partners in their children's education. P.S. 106 is committed to provide useful information and parent engagement by offering them opportunities to participate in the school community and in their child's education.

\*Schedule and Duration:

We have an on-going parent involvement program that includes meetings, workshops and activities involved around the holidays. These meetings take place during the school day as well as in the evening so that all parents are included and can attend. These activities last between one to two hours. In addition selected parents of ELL students will be invited to attend the Parent Institute at the NYSABE for a one day workshop and informational meeting.

\*Topics to be covered:

--ARIS parent link (parents are invited to the computer room, given an access code and explanation of

**Part D: Parental Engagement Activities**

ARIS so that parents can access their child's school information--testing, attendance, progress report, and so forth)

- the new format of standardized testing for New York State and the regulations as they pertain to their children. (Testing Accommodations for ELLs, testing requirements, NYSESLAT, ELA, Math, Science, ELE).
- the promotional criteria (standards) impacting on the ELL population.

--the NYSESLAT Parents' Progress Report

--Math and Literacy Night

--Talent shows, holiday celebrations

\*Name of Provider:

Robert Flores, Principal; Grace Fernandez, Yvonne Ballester, Assistant Principals; Jacqueline Crespo, ESL teacher, Wanda Gonzalez, Literacy Coach; Aisha Thurman Cosby, Math Coach; Susie Ortiz, Parent Coordinator; Bilingual Teachers, Benjamin Torres, SAPIS worker; Parent Association; Leadership team

\*How Parents will be notified of these activities:

- Parents will be notified via letter sent home in their home language
- Monthly school calendar which is translated in their home language
- Bulletin boards with the letters at the entrance of the building
- Phone calls prior to meetings and activities
- Flyers advertising the event written in the language of the parent

**Part E: Budget**

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

Allocation Amount: \$23380

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$16, 820.16	5 teachers x 2 hours x 16 sessions x \$50.06 for the After School Math,

**Part E: Budget**

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

Allocation Amount: \$23380

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		ELA, NYSESLAT practice--February 27- April 25, 2012 = \$8,009.60  1 teacher x 2 hours x 07 sessions x \$50.06 for the After School Science practice--April 30- May 21, 2012 = \$ 700.84  2 teachers x 3 hours x 12 sessions x \$50.06 for the Newcomers/SIFE Saturday Academy--January 21 - May 5, 2012 = \$3,604.32  10 teachers x 3 hours x 3 sessions x \$50.06 for Professional Development January 21, February 27, March 24, 2012 = \$4,505.40  <hr/> TOTAL--Prof. Salaries (Per Session) \$16,820.16
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$ 000.00	\$ 000.00
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$ 4,559.84	Empire State NYSESLAT 75 Student Workbooks x \$ 18.65 = \$1,398.75  Moving with Math 5 Math Kits x \$ 300.00 = \$1,500.00  La Cartilla Fonetica 1 Kit x\$ 1,661.09  <hr/> TOTAL-- Supplies and \$ 4,559.84 Materials
Educational Software (Object Code 199)	\$2,000.00	Headsprout Software  TOTAL \$2,000.00

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$23380

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$0,000.00	In Kind Contribution for travel to and registration fee for Parent Institute
		TOTAL \$0,000.00
Other	\$0,000.00	TOTAL \$0,000.00
<b>TOTAL</b>	<b>\$23,380.00</b>	<b>\$23,380.00</b>