



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

SENATOR ABRAHAM BERNSTEIN, PS 105

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

11/BRONX/PUBLIC SCHOOL 105 - 11X105

PRINCIPAL: CHRISTOPHER EUSTACE EMAIL: CEUSTAC@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Christopher Eustace	*Principal or Designee	
Elsie Sanchez	*UFT Chapter Leader or Designee	
Erika Newsome	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anna Cheina	Member/Teacher	
Maggie Horgan	Member/Teacher	
Elizabeth Smith	Member/Teacher	
Mariama Ceesay	Member/Parent	
Diana Vest	Member/Parent	
Vincia Phillip	Member/Parent	
Cheryl Boodram	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Each student will produce a culminating written performance task based on a Common Core Learning Standard rubric and/or scoring guide by June 2012.
- Students will verify their thought processes through reasoning of sound justifications, use of information to build knowledge, and construct rigorous written responses aligned to select Common Core Learning Standards, which convey their ideas and solution pathways.
- Sixty percent of all students will progress at least one level in the “use evidence” area of a Common Core-aligned rubric.

Comprehensive needs assessment

- This goal is consistent with, and closely related to, the instructional expectations that the DOE has released regarding the rigorous curriculum and tasks based on the Common Core Learning Standards. Teachers meet regularly (1 to 2 times a week) to review and analyze student work and make instructional adjustments based on their findings. In addition, all students are in the process of engaging in literacy and mathematics tasks that are aligned to strategically selected Common Core standards.
- This goal is related to previous year’s goals through its focus on student achievement, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.
- This goal is related to future, long-term goals by its focus on the new Common Core Learning Standards, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.

Instructional strategies/activities

Ongoing implementation will occur both vertically and horizontally in the following forums by June 2012:

- School-wide professional development meetings for all grades to evaluate the effectiveness of the implementation of strategies for instructional activities by Administrators, Coaches, and Team Members
- Grade specific professional development meetings to facilitate the decision making process around the use of assessments by Administrators, Coaches, and Team Members
- Common planning periods for Grades 3, 4, 5
- School-wide differentiated instruction by classroom teachers and Teacher Support Specialists
- Instructional support from Coaches
- Small group instruction and conferencing with students by Teacher Support Specialists

- Teacher Support Academy by Coaches and Team Leaders

Strategies to increase parental involvement

- Meet and Greet for all grades in the beginning of new school year in order to open the lines of communication
- Three Progress Reports are sent home before each Report Card to give parents suggestions and sufficient time in order to help them improve their child's performance.
- Teachers conduct Parent – Teacher Conferences at least twice a year
- In addition to these conferences, teachers continuously schedule meetings as well as use other forms of communication (phone calls, emails, personal notes) to identify areas of concern and suggestions for improvement.
- Promotion in Doubt Conferences are held in January of every school year, in order to strengthen parental understanding of academic achievement concerns the school has as well as the steps the school is taking for their child to reach their goal and how the parent can support their child's learning at home.
- Family Workshops are held in order to ensure that the efforts of the school and parents are cohesive and aligned in order to further promote student learning.
- Teachers will continue to work on school website, www.105bronx.com, in order to reinforce the communication of current instructional aims and themes, current news, suggestions for additional support of children's learning progress, and upcoming events to the parents
- Letters and notices home are provided in multiple languages as well as interpretations for parents in their native language when possible. Our staff can provide interpretations in over 15 languages.
- The school builds awareness of the following websites that offer academic support and instruction for students at home: [Awards](#), [Coach Online](#), and [World Book Online](#).

Budget and resources alignment

- Title I funds for after – school per-session.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Throughout the 2011-2012 school year, teachers will continue to improve their effectiveness and overall pedagogical practice as a result of the use of Danielson's Framework for Teaching in providing focused support in a variety of areas.
- Attendance rosters, agendas, and lesson planning materials will indicate articulation during common planning periods and professional development periods.
- Consistent and focused feedback will be provided to teachers on a regular basis, and support will be provided to staff in all areas in need of improvement.
- Teachers will demonstrate progression in selected components in each of the four domains.

Comprehensive needs assessment

- This goal is consistent with, and closely related to, the instructional expectations that the DOE has released regarding the effective feedback for all teachers, based on the Danielson Framework for Teaching. Short, frequent cycles of classroom observations and focused walk-throughs, followed by timely, specific, evidence-based feedback, are conducted regularly for all pedagogical staff.
- This goal is related to previous year's goals through its focus on student achievement, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.
- This goal is related to future, long-term goals by its focus on the new Common Core Learning Standards, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.

Instructional strategies/activities

Teacher practice will be strengthened in the following ways:

- School leaders articulate clear expectations for teacher practice during professional development sessions, which began at the onset of the school year.
- During weekly common-planning periods, teachers will articulate and organize thematic units as well as create tasks as per the selected Common Core-embedded curricula.
- Administrators will provide evidenced-based feedback through the use of frequent classroom visitations and focused formal and informal observations through the use of a common lens.
- Teachers will receive feedback through periodic walk-throughs by administrators, support staff, and peer teachers.
- Teacher Support Staff will use the "push-in" model as well as articulate with classroom teachers on a weekly basis.
- Five literacy and math coaches will plan and model lessons on a daily basis in conjunction with inter-visitations.
- The Teacher Support Academy will provide weekly support for both new and seasoned teachers.

- Teachers will utilize Smart Boards and various forms of technology to enhance planning and aid in the execution of lessons.
- Use of an extensive, school-created formal observation report that provides teachers with focused next steps based on the Danielson Framework.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently 100% of teachers are identified as HQT as measured by the 2011-2012 BEDS.

Service and program coordination

- New Teacher Mentor program assists Coaches in tracking and mentoring eligible teachers.

Budget and resources alignment

- Title I funds for Coaches Salary
- FSF for Coaches Salary
- FSF per-session for Coaches for Teacher Support Academy

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve overall student progress on the 2012 New York State English Language Arts and Mathematics Assessments in grades 4 and 5.

- Median Adjusted Growth Percentile will increase from 56% to 65% on the English Language Arts Assessment for grades 4 and 5, as measured on the New York State School Report Card.
- Median Adjusted Growth Percentile will increase from 56% to 65% on the New York State Mathematics Assessment for grades 4 and 5, as measured on the New York State School Report Card.

Comprehensive needs assessment

- This goal is consistent with, and closely related to, the instructional expectations that the DOE has released regarding the use of the data contained in the New York City Progress Report to address and track student performance and progress, and in the New York State Report Card to address student performance overall as well as in specific sub-groups.
- This goal is related to previous year's goals through its focus on student achievement, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction as well as differentiated instruction based on this data.
- This goal is related to future, long-term goals by its focus on the new Common Core Learning Standards, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction as well as differentiated instruction based on this data.

Instructional strategies/activities

- Provide push-in teacher support for small group instruction in English Language Arts and Math.
- Provide parent support through evening workshops focusing on skills and strategies in preparation of the New York State Exams.
- Identify subgroups in grades 4 and 5 and provide additional push-in support for ELA and Math during the extended day.
- Teachers align differentiated instruction within their common planning based on multiple data tools.
- Invite targeted students to the English Language Arts and Math after - school program commencing in November 2011 through April 2012.
- Invite Beginner and Intermediate English Language Learners to our ELL Saturday Academy commencing in January 2012 through May 2012.
- Grade Level Inquiry Teams focusing on specific instructional strategies for Grade 4 and Grade 5 Students.
- Utilize the purchased additional materials in English Language Arts and Math, which focus on providing skill and strategy instruction.
- Administer pre and post-interim assessments for Grade 4 and Grade 5.
- Administer a predictive assessment for Grade 4 and Grade 5.
- Administer teacher made assessments pre and post focusing on English Language Arts skills and strategies.
- Administer Math unit assessments focusing on secured goals.

Strategies to increase parental involvement

- Meet and Greet for all grades in the beginning of new school year in order to open the lines of communication
- Three Progress Reports are sent home before each Report Card to give parents suggestions and sufficient time in order to help them improve their child's performance.

- Teachers conduct Parent – Teacher Conferences at least twice a year
- In addition to these conferences, teachers continuously schedule meetings as well as use other forms of communication (phone calls, emails, personal notes) to identify areas of concern and suggestions for improvement.
- Promotion in Doubt Conferences are held in January of every school year in order to strengthen parental understanding of academic achievement concerns the school has as well as the steps the school is taking for their child to reach their goal and how the parent can support their child’s learning at home.
- Family Workshops are held in order to ensure that the efforts of the school and parents are cohesive and aligned in order to further promote student learning.
- Teachers will continue to work on school website, www.105bronx.com, in order to reinforce the communication of current instructional aims and themes, current news, suggestions for additional support of children’s learning progress, and upcoming events to the parents.
- Letters and notices home are provided in multiple languages as well as interpretations for parents in their native language when possible. Our staff can provide interpretations in over 15 languages.
- The school builds awareness of the following websites that offer academic support and instruction for students at home: [Awards](#), [Coach Online](#), and [World Book Online](#).

Strategies for attracting Highly Qualified Teachers (HQT)

- Continued emphasis on multi-step, group interviewing procedures for all identified vacancies.

Service and program coordination

- ARIS, Acuity, and NYSTART information used for student identification.
- NYS Report Card and NYC Progress Report used for student identification.

Budget and resources alignment

- Title I funds for per-session for after-school teachers
- Title I OTPS funds for student materials

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- To improve overall student performance in Grades 3, 4, & 5 and progress in Grades 4 and 5 in English Language Arts, for all English Language Learners on the 2012 New York State English Language Arts Assessment.
- To improve progress in Grades 4 and 5 on English Language Arts from 33.6% meeting or exceeding the 75th percentile on the 2012 New York State English Language Arts Assessment to 42.0%.
- To increase, from 103 to a minimum of 113, the Effective Measurable Objective on the 2012 New York State English Language Arts Assessment for Limited English Proficient Students as measured in the New York State Report Card.

Comprehensive needs assessment

- This goal is consistent with, and closely related to, the instructional expectations that the DOE has released regarding the use of the contained in the New York City Progress Report to address and track student performance and progress and in the New York State Report Card to address student performance overall as well as in specific sub-groups.
- This goal is related to previous year's goals through its focus on student achievement, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.
- This goal is related to future, long-term goals by its focus on the new Common Core Learning Standards, teacher pedagogical practice, and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.

Instructional strategies/activities

- Utilize 150-minute instructional time to provide targeted, data – driven, small group instruction for all Limited English Proficient Students and Students with Disabilities.
- Provide daily push – in services to English Language Learners, delivered by licensed ELL teachers, which are above and beyond mandated services.
- Utilize the purchased additional materials in English Language Arts, which focus on providing skill and strategy instruction to English Language Learners.
- Invite English Language Learners to the English Language Arts after - school program commencing in November 2011 through April 2012.
- Invite Beginner and Intermediate English Language Learners to our ELL Saturday Academy commencing in January 2012 through May 2012.
- Provide out – of – school Professional Development opportunities for teachers of English Language Learner Students.
- Form Grade Level Inquiry Teams focusing on specific instructional strategies for Limited English Proficient Students.
- Provide on-site Professional Development opportunities to ensure all teachers are well versed in the use of interim, predictive, teacher-generated assessments.
 - 2011-2012 New York State Report Card
 - 2011-2012 New York City Progress Report

Strategies to increase parental involvement

- Meet and Greet for all grades in the beginning of new school year in order to open the lines of communication
- Three Progress Reports are sent home before each Report Card to give parents suggestions and sufficient time in order to help them improve their child's performance.
- Teachers conduct Parent – Teacher Conferences at least twice a year
- In addition to these conferences, teachers continuously schedule meetings as well as use other forms of communication (phone calls, emails, personal notes) to identify areas of concern and suggestions for improvement.
- Promotion in Doubt Conferences are held in January of every school year in order to strengthen parental understanding of academic achievement concerns the school has as well as the steps the school is taking for their child to reach their goal and how the parent can support their child's learning at home.
- Family Workshops are held in order to ensure that the efforts of the school and parents are cohesive and aligned in order to further promote student learning.
- Teachers will continue to work on school website, www.105bronx.com, in order to reinforce the communication of current instructional aims and themes, current news, suggestions for additional support of children's learning progress, and upcoming events to the parents.
- Letters and notices home are provided in multiple languages as well as interpretations for parents in their native language when possible. Our staff can provide interpretations in over 15 languages.
- The school builds awareness of the following websites that offer academic support and instruction for students at home: [Awards](#), [Coach Online](#), and [World Book Online](#).
- Periodic Workshops are targeted specifically to the parents of English Language Learners.
- ESL Department has a page on the school website with strategies for parents of ELL students to meet their academic goals.

Strategies for attracting Highly Qualified Teachers (HQT)

- Continued emphasis on multi-step, group interviewing procedures for all identified vacancies.

Service and program coordination

- ARIS, Acuity, and NYSTART information used for student identification.
- NYS Report Card and NYC Progress Report used for student identification.

Budget and resources alignment

- Title I funds for per-session for after-school teachers
- Title I OTPS funds for student materials

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

To improve overall student performance in Grades 3, 4, & 5 and progress in Grades 4 and 5 in English Language Arts, for all Students with Disabilities on the 2012 New York State English Language Arts Assessment.

- Effective Annual Measurable Objective on the 2012 New York State English Language Arts Assessment for all Students with Disabilities will increase from 96 to a minimum of 106 (2011-2012 Safe Harbor Target) as measured by the New York State School Report Card.
- The percentage of Students with Disabilities performing at proficiency level on the New York State English Language Arts Assessment, as measured in the New York City 2011-2012 Progress Report will increase as follows:
 - Percentage of Self-Contained Students will increase from 10.2% to a minimum of 12.5%.
 - Percentage of CTT students will increase from 18.2% to a minimum of 22.5%.
 - Percentage of SETSS students will increase from 26.7% to a minimum of 30.0%
- Percent of Students with Disabilities demonstrating growth that meets or exceeds the 75th percentile on the New York State English Language Arts Assessment will increase from 40.0% to at least 48.0%, as measured in the New York City 2011-2012 Progress Report.

Comprehensive needs assessment

- This goal is consistent with, and closely related to, the instructional expectations that the DOE has released regarding the use of the contained in the New York City Progress Report to address and track student performance and progress and in the New York State Report Card to address student performance overall as well as in specific sub-groups.
- This goal is related to previous year's goals through its focus on student achievement, teacher pedagogical practice and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.
- This goal is related to future, long-term goals by its focus on the new Common Core Learning Standards, teacher pedagogical practice and the use of specific student data to track students and focus individualized instruction and differentiate instruction based on this data.

Instructional strategies/activities

- Utilize 150-minute instructional time to provide targeted, data – driven, small group instruction for all Limited English Proficient Students and Students with Disabilities.
- Provide daily push – in services to Students with Disabilities, delivered by a licensed SE teacher, that are above and beyond mandated IEP services.
- Utilize the purchased additional materials in English Language Arts, which focus on providing skill and strategy instruction to Students with Disabilities.
- Invite Students with Disabilities to the English Language Arts after - school program commencing in November 2011 through April 2012.
- Provide out – of – school Professional Development opportunities for teachers of Students with Disabilities.
- Form Grade Level Inquiry Teams focusing on specific instructional strategies for Students with Disabilities.
- Provide on-site Professional Development opportunities to ensure all teachers are well versed in the use of interim, predictive, teacher-generated assessments.
 - 2011-2012 New York State School Report Card
 - 2011-2012 New York City Progress Report

Strategies to increase parental involvement

- Meet and Greet for all grades in the beginning of new school year in order to open the lines of communication
- Three Progress Reports are sent home before each Report Card to give parents suggestions and sufficient time in order to help them improve their child's performance.
- Teachers conduct Parent – Teacher Conferences at least twice a year
- In addition to these conferences, teachers continuously schedule meetings as well as use other forms of communication (phone calls, emails, personal notes) to identify areas of concern and suggestions for improvement.
- Promotion in Doubt Conferences are held in January of every school year in order to strengthen parental understanding of academic achievement concerns the school has as well as the steps the school is taking for their child to reach their goal and how the parent can support their child's learning at home.
- Family Workshops are held in order to ensure that the efforts of the school and parents are cohesive and aligned in order to further promote student learning.
- Teachers will continue to work on school website, www.105bronx.com, in order to reinforce the communication of current instructional aims and themes, current news, suggestions for additional support of children's learning progress, and upcoming events to the parents.
- Letters and notices home are provided in multiple languages as well as interpretations for parents in their native language when possible. Our staff can provide interpretations in over 15 languages.
- The school builds awareness of the following websites that offer academic support and instruction for students at home: [Awards](#), [Coach Online](#), and [World Book Online](#).
- Parents are invited to various classroom celebrations and school wide events throughout the year. (Publishing Parties, Plays, Performances)
- Annual conferences are held to discuss the child's individualized education plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- Continued emphasis on multi-step, group interviewing procedures for all identified vacancies.

Service and program coordination

- ARIS, Acuity, and NYSTART information used for student identification.
- NYS Report Card and NYC Progress Report used for student identification.

Budget and resources alignment

- Title I funds for per-session for after-school teachers
- Title I OTPS funds for student materials

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	74	52	N/A	N/A	69	0	7	
1	105	68	N/A	N/A	60	4	9	
2	121	89	N/A	N/A	59	3	16	
3	122	112	N/A	N/A	60	2	9	
4	140	152	88	29	58	7	10	
5	151	103	35	35	71	3	8	
6								
7								
8								
9								
10								
11								
12								

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
ELA	<ul style="list-style-type: none"> • <u>Kaplan Advantage</u> consists of 5 units to support literacy instruction, re-teaches content, supports ELL's, and provides extension for high-performing students; includes the Test Companion component to help students build their test-taking skills and strategies; small group and whole class; during day • <u>Preparing for Excellence</u> is designed to support the regular classroom instruction by zeroing in on skills that will make students successful; lessons divided into 3 parts - Reading Comprehension, Listening and Note-taking, and Writing; small group, during day, minimum two times a week • <u>Target Reading Intervention</u> provides students with practice in reading strategies and skills to build their comprehension and fluency; small group; after school, minimum two times a week • <u>100 Book Challenge</u> - an independent reading program that allows children to build stamina, decoding skills, reading comprehension, and fluency on their own level and at their own pace; promotes a love of reading; whole class; one on one conferences; during day • <u>Early Success</u> – an intervention program that uses a variety of supportive instructional systems to teach reading and writing; small group; during day • <u>Fletcher's Place</u> (Grade K) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence; small group and whole class; during day • <u>Reading Revolution</u> (Grade 1) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence; small group and whole class; during day • <u>Awards</u> - builds language, phonics, and vocabulary skills; small group; during day • <u>Fundations</u> (Grades K-2) - a step by step, phonics-based program designed to teach and support decoding, fluency, and vocabulary through the use of visual aids and hands-on materials; small group; during day

	<ul style="list-style-type: none"> • <u>Wilson</u> (Grade 3) - a step by step, phonics-based program designed to teach and support decoding, fluency, and vocabulary through the use of visual aids and hands-on materials; small group and whole class; during day • <u>Words Their Way</u> - a phonics-based program designed to teach and boost decoding skills through the use of games, visual aids, and hands-on materials; small group; during day • <u>Time for Kids</u> – a supplementary reading program that uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading progress; whole class and small group; during day • <u>Time for Kids Exploring Writing</u> – a supplementary writing program to teach and support writing skills in both fiction and non-fiction through the use of high – interest reading, small group and whole class; during day
<p>Mathematics</p>	<ul style="list-style-type: none"> • <u>Coach and Coach Online</u> is designed to reinforce math strands from New York State standards; online; small group; during day • <u>Math Connects</u> – a supplementary program that is designed to support math instruction and provide opportunities for re-teaching; small group; during day • <u>Finish Line</u> – a supplementary program that is designed to support math instruction and provide opportunities for re-teaching; small group; during day • <u>Math in Focus</u> – a supplementary program to support math instruction; with a focus on more traditionally-based methods; small group; during day • <u>Kaplan Advantage</u> (piloted in 4 classes) consists of 5 instructional units with extension activities used to support instruction ELLs, re-teach content, and challenge high performing students; includes Test Companion component to help students build their test-taking skills and strategies; small group and whole class; during day • <u>TBD</u> – small group, after school, minimum 2 times a week
<p>Science</p>	<ul style="list-style-type: none"> • <u>Time for Kids</u> uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading progress; whole class and small group; during day

<p>Social Studies</p>	<ul style="list-style-type: none"> • <u>Time for Kids</u> uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading progress; whole class and small group; during day
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • <u>Advisory</u> - character education and anti-bullying; whole group; during day • <u>Group Counseling</u> - character education; small group; during day • <u>Individual Counseling</u> - varies based on individual needs; one-on-one; during day • <u>Second Step</u> – anti-violence/character education program that utilizes visuals and role playing to help children learn to deal with their emotions; whole class; during day

PARENT INVOLVEMENT POLICY (PIP)

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 1st 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 1st 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 with 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: 11X105 **School Name:** Public School 105 – The Senator Abraham Bernstein School

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.

P.S. 105's Students with Disabilities and English Language Learner subgroups failed to make their Annual Yearly Progress as evidenced by the New York State Grades 3, 4, 5 ELA Exam. Our CEP goal this year for our English Language Learners is as follows:

To improve overall student performance in grades 3, 4 & 5 and progress in grades 4 and 5 in English Language Arts, for all English Language Learners on the 2012 New York State English Language Arts Assessment. Effective Annual Measurable Objective on the 2012 New York State English Language Arts Assessment for Limited English Proficient Students will increase from 103 to a minimum of 113 (2011-2012 Safe Harbor Target) as measured on the New York State School Report Card. Percent of English Language Learners demonstrating growth that meets or exceeds the 75th percentile on the New York State English language Arts Assessment will increase from 33.6% to at least 42.0%, as measured on the New York City 2011-2012 Progress Report.

Our CEP goal for Students with Disabilities is as follows:

To improve overall student performance in grades 3, 4 & 5 and progress in grades 4 and 5 in English Language Arts, for all Students with Disabilities on the 2012 New York State English Language Arts Assessment. Effective Annual Measurable Objective on the 2012 New York State English Language Arts Assessment for all Students with Disabilities will increase from 96 to a minimum of 106 (2011-2012 Safe Harbor Target) as measured by the New York State School Report Card. The percentage of Students with Disabilities performing at proficiency level on the New York State English Language Arts Assessment, as measured in the New York City 2011-2012 Progress Report will increase as follows:

- *Percentage of Self-Contained Students will increase from 10.2% to a minimum of 12.5%.*
- *Percentage of CTT students will increase from 18.2% to a minimum of 22.5%.*
- *Percentage of SETSS students will increase from 26.7% to a minimum of 30.0%*
- *Percent of Students with Disabilities demonstrating growth that meets or exceeds the 75th percentile on the New York State English language Arts Assessment will increase from 40.0% to at least 48.0%.*

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.

P.S. 105 has implemented a program that specifically targets our English Language Learners and Students with Disabilities during the ninth period. The program takes place during our regular extended time, 2:20 – 3:10, on Tuesdays and Wednesdays. Student groups are no larger than six. Our school purchased Preparing for Excellence test preparation workbooks to support instruction.

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.

The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of Students with Disabilities and English Language Learners, will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of Students with Disabilities. Professional Development will take place on Monday afternoons, excluding the first Monday of the month, from 2:30 to 4:30. Our Literacy coaches, Assistant Principals, additional staff and network personnel will provide the workshops.

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

P.S. 105 currently has a mentoring program for all eligible staff. In addition, we employ six full-time coaches, three in literacy and three in mathematics who support all teachers in the improvement of their pedagogical practices. Coaches schedule inter-visitations and model lessons and assist teachers in planning and executing those plans. Our coaches provide on-site professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one sessions, as well as through classroom inter-visitations and the sharing of best teaching practices.

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.

Our school's identification has and will be communicated to the parents in a number of ways. First, our designation was discussed during the December 2011 PTA meeting, and will again be brought up during the January meeting. The identification, as well as ideas regarding our spending plan, was discussed during our latest SLT meeting, and will be on the agenda for future meetings. Finally an additional meeting will be scheduled and conducted in January 2012.

**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 Debra Maldonado/Ben Soccodato	District 11	Borough Bronx	School Number 105
School Name Senator Abraham Bernstein School			

B. Language Allocation Policy Team Composition [?](#)

Principal Christopher Eustace	Assistant Principal Evelyn Alier
Coach type here	Coach type here
ESL Teacher Ana Delacruz	Guidance Counselor
Teacher/Subject Area Lawrence Holz/ESL	Parent type here
Teacher/Subject Area Jane Sellberg/ESL	Parent Coordinator Ivette Morales
Related Service Provider	Other P.Soobrattie/ESL&N.Gargiulo/CB
Network Leader type here	Other C. Colucci, Data Interv Splst

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	6	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1519	Total Number of ELLs	326	ELLs as share of total student population (%)	21.46%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

The ELL Identification Process

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, as well as an interview, identifies those students that qualify to be tested using the Language Assessment Battery-Revised (LAB-R). The administrations of the HLIS and the initial screening are conducted by the ESL teachers: Mrs. Sellberg, Ms.DeLaCruz, and Mr.Holz, guidance counselors, and other pedagogues. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated, then an informal oral interview is done by an ESL teacher or other pedagogue in English and in the native language to determine English language proficiency. If, based on the informal interview, the student is dominant in another language, the LAB-R is administered by the ESL teachers: Mrs.Sellberg, Ms.DeLaCruz, Mrs.Soobrattie and Mr.Holz to determine ESL entitlement services. Also, the RLER report is generated to see the list of students eligible for revised lab (LAB-R). In addition, the RLER report is also generated to get a list of NYSESLAT eligible students to be tested in the Spring. Hence, continued entitled students are administered the NYSESLAT each spring to determine their English language proficiency level. They are introduced to and review test format using testing materials; Getting Ready for the NYSESLAT and Beyond. Parents are notified of the assessment dates and all entitled students are tested within the testing window given by the State Education Department. ELL-SWD are offered all testing accommodations as indicated in their Individualized Educational Plan (IEP)

Within ten days of registration, eligible students are tested with the LAB-R. Entitled Spanish speaking students are also tested with the Spanish LAB. The results determine our ELLs population, which can be further identified as ELLs Native Spanish Speakers or ELLs with other native languages. Subsequently, within ten days of registration our school holds a parent orientation. In the Parent Orientation, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parent to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. ESL teachers, Bilingual teachers, the Parent Coordinator and other teachers offering translations provide assistance to complete the forms at the end of the meeting. The aforementioned forms are collected at the end of the meeting, analyzed for parental choice, and the information is entered on the ELPC screen. At the end of the process, they are placed in binders for storage and placed in a secured closet.. As a result of the program selection process, we place students according to the parent selection. Parents selecting Transitional Bilingual (TBE) or Dual Language are informed of the number of students needed across grades to open a TBE and are included on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice.

The following is the flow of events in order to properly inform parents of eligibility. Entitlement letters in the native language are sent to the parent within ten days of registration. The letter informs them of their eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting; reminder letters are distributed two days before the meeting. In addition,

phone calls are made the preceding day. Many parents (lately over 71%) attend the informative meeting and select a program at that time. Those who do not attend receive written notices and phone calls to schedule subsequent meetings. They are invited to meet one-on-one with an E.S.L. staff member. ELL students arriving after the initial parent orientation meetings also receive the same letters within ten days of enrollment and are invited to a parent orientation meeting. After Parent selection, placement letters are sent home informing parents of their child's placement for the entire school year and non-entitlement letters are sent to parents of students that were LAB-R tested and scored at or above the proficiency level. In addition, continued entitlement letters are given to existing students in the program and are to be returned signed by the parents. Finally, non-entitlement/transition letters are sent to parents of students who scored at or above proficiency level on NYSESLAT. It should be noted, that all entitlement letter records are maintained in binders and placed in a secured closet.

In reviewing Parent Survey and Program Selection forms for the past few years, we find that each year, less than 3 percent, which averages about 2 to 3, parents choose a program other than Freestanding English as a Second Language. Those choosing a program not presently available at our school are placed on a waiting list until the required 15 bilingual Spanish speaking students across two contiguous grades is attained to open a bilingual class. The transfer option is also explained to parents who have traditionally reconsidered their choice upon learning that the schools offering their program are at a distance from their home. They reject the transfer option and keep the child in our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	2	2	1	0	0								6
Push-In	3	5	5	7	8	8								36
Total	4	7	7	8	8	8	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	326	Newcomers (ELLs)	250
Special Education	70		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	16	ELLs receiving service 4-6 years	73	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	250	16	34	67	0	31	9	0	5	326
Total	250	16	34	67	0	31	9	0	5	326

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	44	38	37	37	43								221
Chinese	0	0	0	0	0	0								0
Russian	0	0	1	0	0	1								2
Bengali	0	1	2	1	2	1								7
Urdu	2	6	6	1	2	4								21
Arabic	9	12	10	9	9	3								52
Haitian	0	0	0	0	0	0								0
French	0	0	1	0	1	1								3
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								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	3	0	2	2	1								8
Other	3	2	5	0	2	0								12
TOTAL	36	68	63	50	55	54	0	326						

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?

Paste response to questions 1-7 here

See below

Question 1

Our total student population is 1,519 students, of which 21% represents our English Language Learners (ELLs). The ELLs population at PS 105 counts 326 students from Kindergarten through Fifth grade. Our school offers a Freestanding English as a Second Language (ESL) Program. The Freestanding ESL Program in grades K-5 consists of three instructional program models: Self-Contained ESL classes, a Push-In model, and a Pull-Out model. Our self-contained ESL classrooms are heterogeneous and our mainstream classrooms with Push-In and or Pull-Out services may be heterogeneous or homogeneous in their organization.

Question 2

In our Freestanding ESL Program, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT. The Fall, 2011 LAB-R results and continuous LAB-R testing for new admits indicates two groups of students: those who are proficient and will not require mandated services, and those who need services and are then serviced accordingly as either "Advanced" or "Beginner/Intermediate".

Question 3

Our self-contained ESL classes in grades K-3 serve students in the beginning, intermediate, and advanced levels. All students

A. Programming and Scheduling Information

received the mandated 180 or 360 minutes per week of ESL instruction aligned with ELA standards. In all programs, content area instruction is taught in English using ESL strategies including scaffolding techniques and differentiated instruction. In addition, native language support is offered as necessary.

Question: 4

Spanish speaking students that are LAB-R tested for the first time and entitled to ESL services are also tested with the Spanish LAB to determine language dominance. In addition, content area testing materials available in specific native languages are ordered for state assessments as well as for Acuity and Simulations. Students with lower incidence languages in which translated testing materials are not available are offered oral translations.

Question 5

Our ELL subgroups are offered support to help differentiate their instruction:

SIFE and Newcomers: Title III funds are used to provide these students with supplemental instruction. Two programs are offered: a Saturday Academy program for our SIFE/Newcomers in grades K-5, and an AIS program in which a bilingual-certified teacher pushes into their classes to provide small group instruction, 8 periods a week. The focus is oral language and vocabulary development. In addition, native language support is offered to our newcomer Spanish speakers in mathematics. Additionally, AIS in writing not Title III funded is offered to Fourth grade ELLs in this subgroup by a reading specialist twice a week. Furthermore, students in grades 3, 4, and 5 after their first year of ESL services participate in small group instruction twice a week during our extended time in preparation for ELA testing.

ELLs with 4 to 6 years and Long-Term ELLs: AIS in ELA and Math from literacy and math specialists three times a week. They are also invited to attend an after school program that will meet twice a week focusing on ELA and math instruction. All ELLs with one year or more of services in grades 3, 4 and 5 participate in small group instruction twice a week during our extended time to support them in preparation for ELA testing.

Question 6

English Language Learner Students with Disabilities (ELL-SWD) participate in all school wide instructional programs and activities. Instructional materials are grade level specific and are implemented to provide academic content. Through appropriate ESL strategies these materials help accelerate English language development. In addition to school programs such as “Everyday Mathematics”, “Words Their Way”, “Time for Kids” in reading and writing; and small reading groups using instructional level specific literacy materials across genres, they participate in ELLs specific teaching programs. The following programs are ELLs specific: “On our Way to English”, “English to a Beat” and “Into English”. The above programs focus on oral language, vocabulary development, developing reading and writing skills, and developing academic content through non-fiction reading.

Question 7

In order to meet the diverse needs of all ELL-SWD, they are placed in classroom settings as recommended on their IEP. The students are placed in CTTs, Self-Contained SE, and mainstream settings receiving SETTS mandated services. They receive ESL mandated services using a combination of a Push-In and Pull-Out model in order to maximize instructional time. During Pull-Out, ELL-SWD participate in groups that include non-disabled peers. In addition, they participate in physical education, after school programs and National Dance Institute (NDI). Furthermore, students in Self-Contained SE classrooms demonstrating progress in various academic areas are mainstreamed into a CTT setting to work collaboratively with non-disabled peers.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

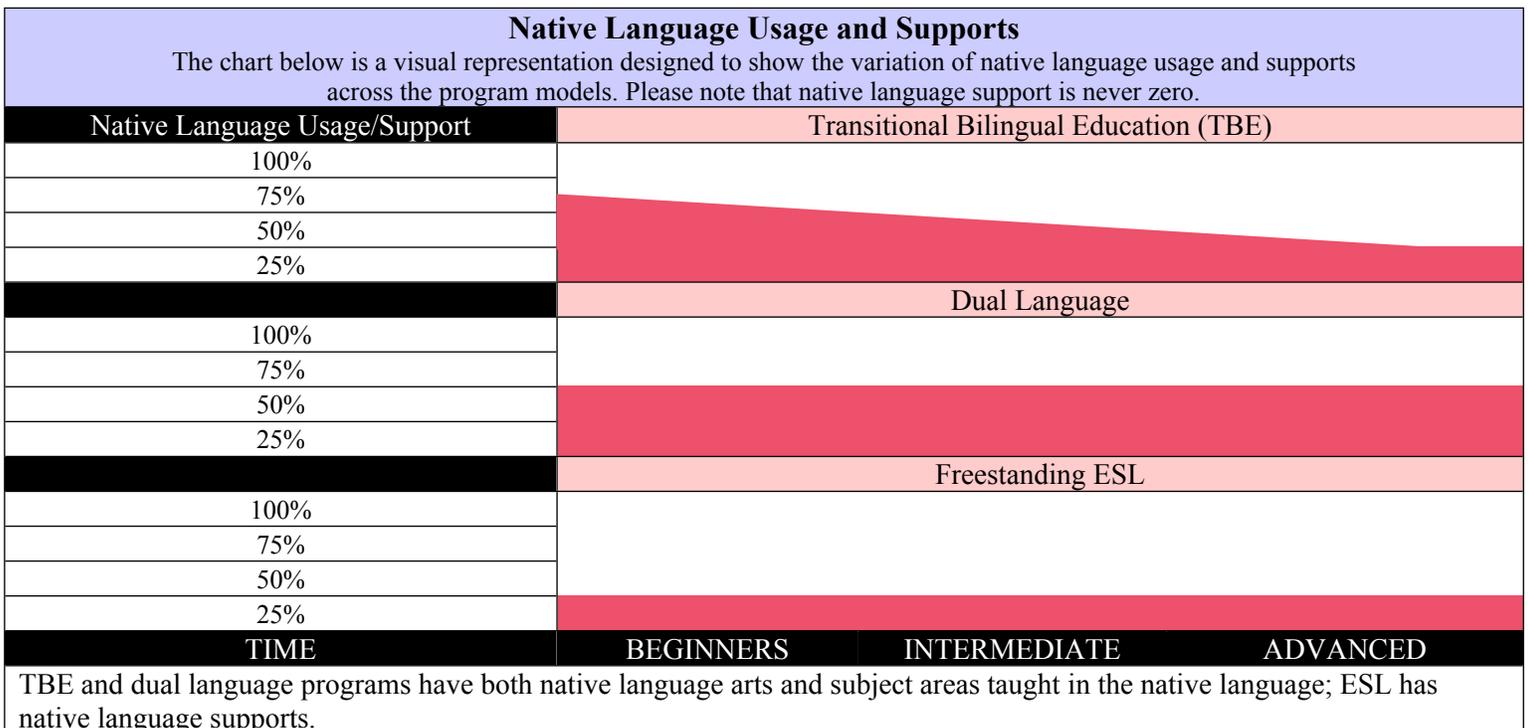
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			

Social Studies:	0
Math:	0
Science:	0

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

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



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

Question 8

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

Questions 9-12

Our students reaching proficiency on the NYSESLAT in grades 1-5 continue to receive Push-In AIS in ELA and mathematics 3 times a week by a specialist in the respective area. Students in grades 3-5 receive testing accommodations for the following two years.

This current school year, students in grades 3-5 participate in focus small group instruction during extended time to improve literacy skills in reading and writing. These groups include students required to take ELA after their first year of enrollment. The above instruction is part of the school day and is included as part of our daily instructional program. The after-school program is funded using Title I. ELLs enrolled for a year or more in grades 3-5 are invited to the after school program with the rest of student population twice a week for one and half hours each day to strengthen literacy and math skills. Title III funding is focused on our Newcomers and SIFE students. The program will meet on Saturdays for four hours. The focus of the program is to accelerate language development, build background knowledge and improve literacy skills with a focus on cross cultural awareness. The goal of all our programs is to support, develop, improve and enrich background knowledge, oral language, cultural awareness, literacy skills and strategies and math skills. As mentioned in previous sections, ELLs participate in all school programs and activities.

Question 13

The use of technology continues to strengthen the academic rigor already present in the classroom. A large number of our classrooms are equipped with Smart Boards that have made teaching more interactive and has enhanced visual capabilities to help meet the learning needs of students' with varying learning styles. Audio enhancement is employed by teachers in some ESL self-contained classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. In order to support planning and professional development, an ESL materials library is maintained by

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Questions 14-15

In order to support ELLs, glossaries, direct translation dictionaries in various languages and Spanish translated testing materials in

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E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement

Historically we have offered, and intend to continue to offer, a Saturday Academy to the parents of ELLs. All parents are invited to our Family Literacy and Math Workshops which are held in the evenings, to support them in helping their children at home. The Parent Coordinator prepares monthly nutrition meetings where parents are invited as well as selected students to learn more about healthy eating habits. She also offers literacy and math workshops for parents of students in grades K-5. Our Parent Coordinator and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. The Parent Coordinator prepares surveys to determine their needs. The survey includes questions ranging from how they feel about the school to what services would you like to receive more information on. In addition, she gathers information on their needs at end of specific workshops on a monthly basis. Our Spanish speaking parents consistently receive oral translations during various workshops, parent orientation meetings and conferences through our ESL teachers, Assistant Principal, Parent Coordinator and Administrative staff. We have Albanian, Russian, Mandarin Chinese and Arabic speaking teachers available for the aforementioned situations as well. We reach out to the Urdu-speaking parents and parents of other lower-incident language speakers to assist us when they are present. Classroom teachers also have oral translation services provided upon request and during Parent Teacher Conferences. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. At the present time, the school partners with the National Dance Institute and Bronx Dance Institute. Our ELLs parents are invited to our Saturday program funded under Title III and participate in English as a Second Language program with a focus on Developing Basic Interpersonal Communication skills (BICS).

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

Professional Development and Support

All teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions at school, Network and at NYCBOE sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to effectively implement ESL strategies with ELLs. The hours of training are achieved during our after-school New Teacher Academy and during grade-specific Professional Development periods. The goal is to train teachers on the best practices for the teaching of ELLs. Specific workshop activities include: Understanding the Scaffolding Required to Support ELLs Writing, ELLs Identification Process and Strategies for Assessment, Test Construction & English Language Proficiency Evaluation, Creating a Culturally Responsive Classroom, and Building a Supportive Learning Environment for ELLs.

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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?

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Parental Involvement

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	37	15	13	13	6								98
Intermediate(I)	3	26	29	16	14	20								108
Advanced (A)	19	5	21	20	29	31								125
Total	36	68	65	49	56	57	0	0	0	0	0	0	0	331

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	0	1	0								
	I	17	10	6	5	8								
	A	22	35	21	22	24								
	P	22	15	20	23	24								
READING/ WRITING	B	34	13	11	9	6								
	I	24	27	16	14	20								
	A	4	20	20	25	30								
	P	1	2	0	3	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	17	4	0	39

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

Analyzing assessment data

Creating a plan for the next steps to take with the data to improve the school's performance. Please provide a brief description of the plan.

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.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13		25		9		0		47
4	13		23		9		1		46
5	11		29		11		3		54
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13		13		22		2		50
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
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- 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

Analyzing assessment data

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the LAB-R, based on preset criteria, and is a measure of English language proficiency. ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grades 3-5. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These two assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary. It should be noted, however, that students are offered native language materials in Spanish and oral translations for materials not printed in other native languages.

In analyzing the data patterns across proficiency levels and grades on the Lab-R and NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the

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.

Part VI: LAP Assurances

School Name: Senator Abraham Bernstein		School DBN: 11X105	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X105 **School Name:** Senator Abraham Bernstein School

Cluster: 532 **Network:** CFN

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We conducted our assessment of written translation needs by reviewing necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Parent Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our OTELE code list, Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with parents and guardians. Our classroom teachers communicate to ESL Department which parents are non English speakers and need oral interpretation regarding their students. Sixty-eight percent of our ELL parents are Native Spanish speakers. The remaining 32% include 12 lower incidence languages such as Albanian, Urdu, Russian, Bengali, Arabic and French.

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

The assessment of our written and oral interpretation needs revealed that sixty eight percent (68%) of our ELLs parents spoke Spanish. At the present time, we have many teachers, an Assistant Principal and Testing Coordinator who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Albanian, Arabic, Mandarin Chinese, French and Russian meeting the needs of our remaining thirty-two percent (32%) that speak lower incidence languages. In addition, our Parent Coordinator contacts the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services

via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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: Sen. Abraham Bernstein School	DBN: 11X105
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
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 checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: Decrease
Student/Teacher Ratio
Total # of ELLs to be served: 108
Grades to be served by this program (check all that apply):
<input 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: 4
of content area teachers: 4

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:

There are currently 1,519 students, in grades K – 5. Of that number, 326 or 21% are English Language Learners. The community and its members are quite diverse, as evidenced by the fact that the students and parents of the school speak over 12 different languages. In addition, we employ a staff that speaks over 6 different languages, which assists us in our parent communication.

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

Our school offers Freestanding English as a Second Language (ESL) Program. The Freestanding ESL Program in grades K-5 consists of three instructional program models: self-contained ESL classes, a push-in model, and a pull-out model. Our culturally diverse ELLs population is comprised of 221 Spanish native speakers and 105 speakers of lower incident languages, such as Albanian, Urdu, Bengali, Arabic, French and Russian. In order to meet their educational needs, as well as those of Students with Interrupted Formal Education (SIFE), we provide additional enrichment programs beyond the school day as well as an after school program focusing on literacy and mathematics. English Language Learners Students with Disabilities (ELL-SWD) are placed in classroom settings as recommended on their IEP. They are placed in self-contained special education, collaborative team teaching, or mainstream settings receiving SETTS mandated services. They receive ESL mandated services using a combination of a push-in and pull-out model in order to maximize instructional time.

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

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

Part B: Direct Instruction Supplemental Program Information

Title III Program to Decrease Student Teacher Ratio

Our school recognizes the value of providing additional academic intervention services (AIS) to our ELLs in the area of literacy and mathematics. Therefore, to decrease student/teacher ratio, a certified Bilingual teacher pushes into two fourth grade mainstream classrooms during the school day, seven (7) forty-five minute(45) periods per week throughout the school year to provide additional academic support beyond all mandated services. Instruction is in English, and each classroom has 28 to 29 students. These two classrooms include newcomers, SIFE and SWD. Native language support in Spanish is provided as necessary.

ESL methodologies are implemented to meet the demand of the various languages. The instructional focus is reading/writing, oral language development and mathematics. The certified Bilingual teacher reviews hard data results from ELA/Math acuity, ELA simulations, unit exams as well as soft data consisting of running records, conferencing notes, and teacher assessments to track progress and drive further instruction. There is ongoing collaboration between the classrooms and Bilingual teacher. We meet during our common planning period once a week to discuss students' progress, select appropriate materials, plan differentiated instruction, and scaffolding strategies. Among the resources used is the research based, "On Our Way to English Newcomer Kit, Level II"; "Into English Level E", "High Point The Basic Bookshelf" and "English to a Beat". In order to support and supplement mathematics instruction, Finish Line Mathematics and Math Steps are used.

Title III Saturday Academy for ELLs

Our Saturday Academy session will take place on nine (9) Saturdays, during the hours of 8:00am – 12:00pm (4 hours each session). The grades serviced will be K-5 for our SIFE, newcomers, as well as students scoring at the Beginner and Intermediate levels. We project that there will be 6 groups/classes of approximately 15-18 students per class, as well as 1 class for parents. Instruction for this program (except the parent component) is based on the data analysis described below.

In analyzing the ECLAS-2 data, the results support the reading and writing concerns seen on our NYSESLAT analysis for grades K-2. Although reading and writing continues to be focused areas, overall, more than 95% of students tested with ECLAS-2 are at the target level for their specific grade. This has been an improvement from last year's results. First grade, this year's second grade, continues to show progress in reading and writing NYSESLAT modalities.

ELA and content area exams in math and science for grades 3-5 showed an increase of ELLs scoring at level 1 mainly due to an increase of newcomers and SIFE in 2010-2011. It should be noted, that most students scoring at level 1 on the ELA are those tested during their second year of ESL services. In math, 50% of students tested in grades 3-5 scored among levels 2, 3, and 4. In science, 50% of fourth graders scored at levels 3 and 4. Students get translated versions for content area exams available in the native language, such as Spanish. For those languages without written translation, oral

Part B: Direct Instruction Supplemental Program Information

translations are offered. This accommodation continues to be an important component in affording our students every available opportunity to succeed.

Based on our NYSESLAT results for 2010-2011, it was determined that the newcomers as a whole, as well as newcomers who are SIFE scored mostly at the Beginner level in reading and writing. The results also reveal that all students are demonstrating noticeable progress in listening and speaking. In reading and writing modalities, grades 3 and 4 continue to show progress. These students are moving up a level in these combined modalities. Grades K-2 continues to need more support in this area, as students are scoring at the Beginner and Intermediate levels. However, first grade, this year's second grade, continues to show progress in reading and writing modalities. Therefore, in order to accelerate language development, build background knowledge, and improve literacy skills for our ELLs, we will offer our students in grades K-5 a Saturday Academy Program to support them. The general education and ESL teachers will meet in the morning to plan for differentiated lessons. ESL and general education teachers will team teach. The students will be grouped according to English proficiency level. Each group will benefit from being taught by an ESL certified teacher and a general education teacher. The instructional focus will be developing the reader and writer through strategy based lessons using graphic organizers, building background knowledge and experiences, responses to literature, letter writing, visuals to stimulate discussion, and studying vocabulary words. In addition, the lessons taught will include:

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

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:

All ESL and content area teachers of ELLs are included and participate in weekly school based professional learning period and common planning period each with 45 minutes of duration. In addition, they are invited to attend our weekly Teacher Support Academy that meets after school for two hours. The goal is to provide teachers with tools necessary to implement good teaching practices for all students. The specific workshop activities to be covered during the year include:

Part C: Professional Development

1. Acuity and data analysis
2. Using ARIS
3. Looking at ECLAS-2 assessment
4. ELL Professional Development Workshops
5. Analyzing Common Core Learning Standards
6. Implementing the Citywide Instructional Expectations
7. Literacy Centers
8. ELA Simulation Item Analysis
9. Math Simulation Item Analysis
10. Using data to communicate with Parents about student progress
11. Writing Process/Portfolio requirements
12. Developing Rigorous Tasks that are Aligned with CCLS
13. Rigorous Tasks Common Core Bundles
14. Analyzing Reading Assessment Results for Differentiated Instruction

In addition, ESL teachers attend professional development workshops offered by our Network(CFN).

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:

Due to our large ELLs population, parents have over the years expressed interest in English language classes. Therefore, we have continued to offer as part of our Title III Saturday Program a parental component to meet their needs and interest.

The ESL class for parents will be differentiated based on English proficiency level of the parents. We will offer the parents three levels: Beginner/survival English, literacy development and

Part D: Parental Engagement Activities

conversational English. The workshop sessions will be offered on nine(9) Saturdays from 8:00 am till 12:00 pm. Based on their levels, the parents will be taught basic communication skills, cognates, word families, sight words, oral language development emphasizing grammar rules, and basic writing skills. This program will be taught by a certified teacher. Parents will be informed of classes in the same invitation prepared for students.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		????
Travel		
Other		???
TOTAL		