



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BLYTHEBOURNE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K105

PRINCIPAL: JOHANNA CASTRONOVO

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SUPERINTENDENT: KARINA COSTANTINO

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 |
|--------------------------|--|-----------|
| Johanna Castronovo | *Principal or Designee | |
| Kathleen Riordan | *UFT Chapter Leader or Designee | |
| Xiao Chen | *PA/PTA President or Designated Co-President | |
| Alice Lee | Member/Admin | |
| Donna Amato | Member/Admin | |
| Cheryl Ng | Member/UFT | |
| Nancy Caruana | Member/UFT | |
| Xue Li | Member/UFT | |
| Mei Yue Dong | Member/Parent | |
| Xiu Ying Liu | Member/Parent | |
| Zi Yi Pan | Member/Parent | |
| Wee Mwee (Christine) Lee | Member/Parent | |
| Carmen Vourlos | Member/Parent | |
| Amina Beshir | Member/Parent | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Literacy

By June 2013, all students will demonstrate progress toward achieving State standards as measured by a 2% increase, from 54.4% to 56.4%, in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Spring 2011 ELA results show that we have 52.3% performing at Level 3 or 4 and for Spring 2012, 54.4%, which shows a 1.1% increase in performance. We would like to make further gains and improve our student progress on the April 2013 NYS ELA Assessment.

School's priorities for improvement: A major area of concern at Public School 105 is to raise the overall academic performance and progress for all students. There is a need to intensify our efforts in improving the acquisition of literacy of the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups:

- Provide a rigorous curriculum and tasks for all students, including students in all subgroups, Students with Disabilities and English Language Learners.
- Engage all students in two literacy tasks aligned to strategically selected Common Core Learning Standards (CCLS). These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all learners, including students with disabilities and English Language Learners.
- Students will complete one task that asks them to read and analyze informational texts and write opinions, and arguments in response and a second task that may focus on the same standards or other key concepts within the literacy standards in ELA, Social Studies and/or Science.

- We will identify a specific “skill set” to enhance student learning and support those students, identified from the ELA data, who are on levels 1&2 and have not met standards, levels 3 & 4 who have shown no growth, and students who scored beginner and who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one years progress based on the DY0 assessment in grades K-2, or Acuity in Grades 3-5.

Professional Development:

1. Danielson’s Framework:

Through formative observations and formative feedback, a common understanding of effective instruction will be developed.

- Self reflection on the part of teachers and administrators will be promoted
- P.D. will be given to support teacher’s understanding of the rubrics
- Examples of effective and highly effective practices in the classroom will be given

2. Data driven instruction aligned to the Common Core Learning Standards (CCLS):

Instruction will continue to focus on the explicit teaching of comprehension strategies and include explicit teaching of academic vocabulary to support comprehension across all subject areas.

Comprehension

After reviewing data from the April 2012 New York State ELA , the NYSESLAT, Acuity Predictive Assessments, and Fountas and Pinnell Benchmarking assessments, it was found that the focus and emphasis on comprehension as a teaching strategy continues to support student progress.

We will continue to use *Teaching Comprehension – An interactive professional development program* © A.U.S.S.I.E. Interactive 2005, to further develop our understandings and use of the following comprehension strategies. Prediction/Prior Knowledge, Questioning and Discussion Techniques, Think-aloud, Text Structures and Features, Visualizing and Summarization. We will work to improve our use of Questioning and Discussion Techniques to support our teacher effectiveness and improve our instruction. We will continue to address the complexity of texts as outlined in the CCLS. We will include Vocabulary Development to enhance comprehension. We will support teachers to learn how to teach vocabulary through explicit teaching. We will focus on academic vocabulary and tier 2 words.

We will focus professional development on the explicit teaching of strategies to support students learning about the complexities of text. We will develop plans to explicitly teach these strategies over the year and implement instructional practices that promote the use of multi strategy use. We will use Text Structures and Features to continue to highlight the genre of Persuasive Texts. We will support the teaching of comprehension with teaching Vocabulary.

We will:

- develop plans to explicitly teach these strategies over the year and implement instructional practices that promote the use of multi strategy use
- use Text Structures and Features to continue to highlight the genre of Persuasive Texts
- support the teaching of comprehension with teaching Vocabulary

- include Vocabulary Development to enhance comprehension
- support teachers to learn how to teach vocabulary through explicit teaching
- focus on academic vocabulary and tier 2 words.

Vocabulary

To increase vocabulary learning it is essential for disadvantaged students to engage in a lot of independent reading every day of the year. Therefore we will continue to focus on independent reading and support this instructional practice by scheduling it in all classrooms at the beginning of the school day.

To strengthen teacher practice and effectiveness we will train teachers to:

- increase students' vocabulary through supporting teachers to do everything possible to make sure students read as much and as widely as possible.
- to build students' world knowledge and vocabulary through exposure to real and vicarious experiences (TV, DVD, film, print and digital articles, with lots of photos, excursions, speakers, etc), with many opportunities for discussion.
- to use rich and interesting language: For example, rather than asking a student to water a drooping plant, the teacher might say that the plant is becoming *dehydrated*. Rather than telling students to line up faster, the teacher might ask them to stop *dawdling*.
- to select read-aloud texts and provide a range of vocabulary in the independent reading resources in classroom libraries. We will ensure teachers provide a balance of 'just right' and challenging texts

3. Collaborative Teacher Teams and the use of the Collaborative Inquiry Cycle:

Our Collaborative Teacher Teams will align performance based assessments aligned with CCLS to inform pedagogy and curriculum / assessment upgrades.

4. Challenging and Raising the Academic Profile of the School's High Achieving Students:

- Teachers will work on developing "personalized" learning plans and setting and monitoring both interim and long term goals for individual students
- Teachers will continue to set professional learning goals to improve teacher practice.
- Through the collaborative inquiry cycle process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks and in tracking and monitoring students.
- A.U.S.S.I.E. and Literacy Support consultants and coaches will provide professional development for teachers on developing appropriately challenging tasks using formative and new interim and summative assessments.

5. Challenging and Raising the Academic Profile of the School's Low Achieving Students:

- Teachers will work on developing "personalized" learning plans and setting and monitoring both interim and long term goals for individual students
- Teachers will continue to set professional learning goals to improve teacher practice
- Through the collaborative inquiry cycle process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks and in tracking and monitoring students.

- A.U.S.S.I.E. and Literacy Support consultants and coaches will provide professional development for teachers on appropriately challenging tasks using formative and new interim and summative assessments.
- Regular focused walkthroughs will continue to add rigor to this process.
- Teachers will systematically monitor individual student progress to determine the need for further research based instruction and/or intervention for General Ed, Special Ed students and ELLS.

6. Identify aspects of teacher practice that could help address student gaps in knowledge:

- Analyzing student work, closely looking at aspects of teacher practice that can address and close the achievement gap.
- Identify patterns and trends in student work and structures that can be put in place to meet student needs.
- Adjust professional development plans to address identified teacher needs and shift in teacher practices.

7. Tracking and Monitoring Student Progress:

Using data to track and monitor student progress.

We will continue to improve our data driven decision-making. To focus on individual, class, grade and school-wide tracking and monitoring systems, we will:

- A data specialist will prepare graphic reports to illustrate Math & ELA data both current and trend information. The Core Collaborative Teacher Team will continue to meet once a month and work closely with the coaches, administrators and consultants to help teachers use data on a daily basis to improve student achievement.
- Systems are in place to help teachers use data on an ongoing basis. ARIS assists us in managing data more effectively. Teachers access student data in ARIS when tracking and monitoring student progress. The effective use of data will help to ensure that instruction in all classes have consistent appropriately challenging tasks that fully engages the learner.
- The Fountas and Pinnell benchmarking system K-5 will continue to be used to monitor student progress. The results from this benchmarking will be tracked on the Reading Tracker.

Students K-2 and 3-5

Using the Reading Tracker we will continue to track student progress in reading against grade level benchmarks to measure student growth across the year.

| | September (end of previous year) | October Fall benchmark | January Winter benchmark | May Spring benchmark |
|----------|---|--|--|--|
| K | Below "A" | Below "A" | B | C |
| 1 | D | F | G | J |
| 2 | I | K | L | M |
| 3 | M | N | O | Q |
| 4 | P | Q | R | U |
| 5 | S | T | U | W |

These benchmarks are based on the 12.09.2011 Teachers College Benchmark Reading Levels

- Teachers will also monitor individual student progress throughout the year using running records, comprehension and fluency rubrics, and benchmarks for assessing reading levels and student growth. Teachers will use these results and analysis of the Predictive assessments to plan for the explicit teaching of comprehension strategies. Teachers will participate in customizing ITA's (CITA's), to monitor ongoing student learning, and to track progress.
- The K-2 teachers will continue with Design Your Own (DYO) assessment. Teachers will use data from the DYO to monitor ongoing student learning, to track student progress and measure the attainment of goals. Teachers will also use this data to plan teaching strategies and design appropriately challenging tasks.
- Teachers will be supported to use data to create personalized student learning plans.
- All teachers will continue to publish and analyze reading trend data of individual students. They will also track individual students using comprehension and fluency rubrics.

Professional Development

On-going Professional Development will be provided with the assistance of A.U.S.S.I.E. and Literacy Support consultants and coaches to ensure that teachers develop an understanding of the six shifts in the CCLS in literacy/ELA and math and teachers learn how to use, benchmarking assessments, formative assessments and summative assessments. Teachers will also continue to attend out of school workshops and seminars to further learning.

- Support will continue to be given to teachers to learn how to develop their own "Design Your Own" assessments and "CITA's".
- Teachers will continue to learn how to use Quantitative Data and Qualitative Data.
- A.U.S.S.I.E., Literacy Support consultants and coaches will support teachers in learning about how to set goals, collect data and develop appropriately challenging tasks.

8. Embedding Technology To Support Literacy:

- Technology will be used to enhance learning and support comprehension across all learning areas.
- The integration of technology into teaching and learning practices is supported by all teachers having their own laptop computers.
- Teachers will be supported to integrate technology into the curriculum to amplify student learning
Learning will involve integration of literacy, critical thinking skills and independent learning. Collaboration throughout the school will be encouraged.
- Particular attention is given to ELL, Special Education, and High Achieving students.
- Four Technology Cluster teachers will support students in meeting National Education Technology Standards.
- Technology will also be used to effectively collect and analyze class and individual student data to inform instruction.

Strategies and activities to support students

- Some teachers will use VoiceThread to develop the oral language of students.
- Teachers will become proficient in both oral and written communication using a variety of media and formats which include interactive whiteboards, the *Zing* team learning system and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn to compile, organize, analyze and synthesize information.
- Teachers will learn how to draw conclusions and make generalizations based on information gathered.

- All teachers will use the school wiki, Google Apps and the school server to effectively and strategically manage the sharing of resources and as an on line management system. These processes can be extended through the rest of the school.

Professional Development for Teachers:

- Inter-active professional development will be utilized for teachers to learn about teaching comprehension. *Teaching Comprehension – An interactive professional development program* © A.U.S.S.I.E. Interactive 2005
- Teachers will continue to learn how to integrate technology into teaching and learning activities and how to use it to support planning
- Teachers will continue to learn how to use Excel spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e., K-2 DYO assessments, 3-5 Predictive assessments & CITA's

Professional Development Activities:

- VoiceThread training to develop the oral language of students and increase the use of web 2.0 tools
- Training in use of Google Apps and the School Server
- Smart Board & Interactive whiteboard training and coaching
- Microsoft Office – Excel workshops for beginners
- Continue Zing training for Grades 3, 4 & 5 and GLOBE teachers.
- Using blogs to support classroom programs
- Using multi-media resources to support teaching and learning e.g. Flip cameras
- Training in the use of customized web pages
- Reading Tracker – inputting data and customizing reports.
- Developing personalized learning plans using laptops.
- Edward De Bono's 'Six Thinking Hats' to promote thinking and problem solving.

Key personnel and other resources used to implement these strategies/activities:

- A.U.S.S.I.E. Consultants and Independent Consultants
- K-2 Literacy Coach & 3-5 Literacy Coach, Technology Coach and Data Specialist
- 4 Reading Teachers, 3 AIS Teachers, and 3 SETSS Teacher
- Professional Books
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / Mimio Boards, Document Cameras, scanners and microphones
- VoiceThread and Award Reading
- Laptop Computers for every teacher
- Laptop Computers for students
- ZING Team Learning System

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- All teachers will be involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process will also facilitate professional development and improve teaching practices for teachers.
- Teachers will set short and long term goals for individual students to support student learning.
- Teachers will integrate the use of technology to organize assessment data, and to track and monitor students' learning progress.
- Educational consultants, administrators, coaches, and teachers will provide professional development on comprehension with an emphasis on the strategy of Questioning and Discussion Techniques to support the work of all teachers.
- All teachers will set professional learning goals according to the Charlotte Danielson's: A Framework for Teaching. This process will facilitate professional development and improve teaching practices for teachers. This will enhance the inquiry process.
- *Please refer to the above #6. Identify aspects of teacher practice that could help address student gaps in knowledge and 7. Tracking and Monitoring Student Progress.*

Benchmarks to show progress throughout the year

- Reading Levels (F&P) for students will show progress throughout the year as tracked on the Reading Tracker at benchmarking periods. Teachers will maintain ongoing records on a class excel spreadsheet.
- Student reading levels will be recorded four times over the year. September levels will be recorded as end of year levels from the previous year. New students will assessed within 7 days of being placed in their class. Three benchmarking assessments will be conducted in October, January and May to monitor progress.

Predictive assessment to plan comprehension strategies

- Acuity Predictive Assessments to monitor ongoing student learning and to track progress

DYO K-2 Assessment Program

- Monitor ongoing student learning, track progress and measure attainment of goals.

Assessment Binders

- Include evidence of conference notes, running records, writing samples, writing rubrics, reading comprehension rubrics and reading trend data of individual students from the Reading Tracker

NYS 2013 ELA and NYSESLAT assessments.

Timeline for implementation:

September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will:

- provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ensure that:
 - Parents play an integral role in assisting their child's learning;
 - Parents are encouraged to be actively involved in their child's education at school;
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
 - Parents can also utilize DOE data system, such as ARIS to monitor their child's learning. Parents have access to ARIS as a means of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g. Goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the

school report card and progress report will be explained).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ ^{Tax} Levy _____ ^{Title I} Title I _____ ^{Title} IIA _____ ^{Title III} Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Identified at-risk students are provided Academic Intervention Services through the RTI (Response Through Intervention Program)
- The school's Guidance Counselors and Social Worker conduct the following lessons/workshops:

Students/Parents:

- Social Skills: Anti-Bullying/Diversity/School Safety/Tolerance
- Self-Esteem
- Conflict Resolution
- Morning Monitors
- Can Food Drive
- Yard Sale
- Movie Night
- Parenting Classes
- Classroom and school rules on respect and self-regulation are provided to individual classes

Workshops for Staff:

- Child Abuse Awareness
- Suicidal Prevention
- Learn More About the Discipline Code
- SAVE Room
- Verbal Abuse
- Corporal Punishment
- Respect for All
- How to Motivate Our Students
- Rights and Services for Students in Temporary Housing

Workshops for Parents:

- What should parents know about children's development?
- What basic school readiness skills should Kindergarten and 1st graders have?
- How should parents/caregivers tune to their children's needs? (Need for virtues and good citizenship)
- How should parents/caregivers tune to their children's needs? (Educational needs)
- What services does the school provide to its students?
- What difficulties do you experience living in the U.S. and in your home country?

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Mathematics

By June 2013, all students will demonstrate progress toward achieving State standards as measured by a 1% increase, from 84.4% to 85.4% in students scoring at Levels 3 & 4 on the NYS Math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Spring 2011 Math results show that we have 80.1% performing at Level 3 or 4 and for Spring 2012, 84.4% which shows a 4.3% increase in performance. The Spring 2011 Math results show that we have 81 in Median Adjusted Growth Percentile and 74 for Spring 2012, which shows a 7 point decrease in progress. We would like to make further gains and improve our student progress for our higher performing students on the April 2013 NYS Math Assessment.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance and progress. Professional development for teachers to plan appropriate challenging tasks to meet the needs of all students, including high performing students, the ELLs, at risk students, and special education students will need to be given.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups:

- To engage all students in a cognitively demanding math curriculum that supports the development of modeling, constructing or exploring mathematical reasoning to arrive at a viable solution.
- Engage all students in two rigorous CCLS math units of study that focus on the major work of the grade and mathematical practices 3 and/or 4. This unit of study will be embedded in our CCLS aligned curriculum, informed by a common teaching framework that will include appropriately challenging tasks for all learners, including students with disabilities and English Language Learners. The second unit will also focus on math practices 3 and/or 4 as well as other relevant math practices and may center on standards in the same domain or on other major work of the grade.

- Students will engage in cognitively demanding mathematical tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Implement the 'Investigations' math program in all classrooms, whilst also introducing aspects of Contexts For Learning (CFL) and Cognitively Guided Math Instruction (fractions).
- Design and develop a pacing calendar that aligns with the NYS Emphasis for Mathematical Content.

Teachers will:

- Implement collaboratively developed grade level scope and sequence documents that reflect the major work of the grade.
- Support students to make sense of mathematics and learn that they can be mathematical thinkers.
- Focus on computational fluency with whole numbers as a major goal of the elementary grades.
- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them.
- Emphasize reasoning about mathematical ideas.
- Discuss and explore mathematics content and pedagogy with other grade level teachers.
- Engage the range of learners in understanding mathematics.
- Maintain a focus on assessment that drives instruction and measures student progress over time.
- Use ECAM as an assessment in grades K-2.

Teachers will be supported in developing or expanding their understandings of the following guiding principles that underpin the Investigations program:

1. *Students have mathematical ideas.* Students come to school with ideas about numbers, shapes, measurements, patterns, and data. If given the opportunity to learn in an environment that stresses making sense of mathematics, students build on the ideas they already have and learn about new mathematics they have never encountered. They learn mathematical content and develop fluency and skill that is well grounded in meaning. Students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems.
2. *Teachers are engaged in ongoing learning* about mathematics content, pedagogy, and student learning. The curriculum provides material for professional development, to be used by teachers individually or in groups that supports teachers' continued learning as they use the curriculum over several years. The *Investigations* curriculum materials are designed as much to be a dialogue with teachers as to be a core of content for students.
3. *Teachers collaborate with the students and curriculum materials* to create the curriculum as enacted in the classroom. The only way for a good curriculum to be used well is for teachers to be active participants in implementing it. Teachers use the curriculum to maintain a clear, focused, and coherent agenda for mathematics teaching. At the same time, they observe and listen carefully to students, try to understand how they are thinking, and make teaching decisions based on those observations.

All teachers will implement a daily 60 minute session for K and, 70 minute math session for grades 1 – 5. All sessions will be supplemented by a daily '10 Minute Math' session in order to develop the following key cognitive strategies:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

We will provide the appropriate service models for English Language Learners (ELLs) including Bilingual education and self-contained ESL classes and push in ESL teachers. We will provide Academic Intervention Services (AIS) for students who are not meeting, or are at risk for not meeting the State standards (Required for identified students in grades K-12)

EMBEDDING TECHNOLOGY TO SUPPORT MATH:

- Technology will be integrated into the math curriculum.
- Technology will be used to support teachers' and students' learning.
- The Investigations software 'Shapes K-2' and 'Logopaths 3-5' specifically support geometry through ICT
- Special attention will be given to ELLs, and Special Education students. Special attention will also be given to these students to raise their academic profile.
- Regular meetings to provide professional development for teachers of higher achieving students (Globe teachers) will be scheduled.
- *A.U.S.S.I.E.* consultants will be used to provide professional development to the Globe teachers. Thinking Skill strategies, such as DeBono's Thinking Hats will be incorporated with Zing technology training (*A.U.S.S.I.E.* Consultant).
- We will continue our processes to increase the number of teachers and classes using technology to support instruction for all students. We will continue to offer teachers a laptop to use at school and at home to support teaching and learning.

Strategies and activities to support students to achieve the goal.

- We will support teachers to become proficient in oral and written communication using a variety of media and formats which include interactive whiteboards, the *Zing* team learning system and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.
- Teachers will continue to use the Think Aloud strategy to draw conclusions and make generalizations based on information gathered using technologies.
- Email will be increasingly used for communicating and sharing with teachers. Curriculum planning documents will now be emailed to teachers when final drafts are complete. These documents will be stored on our wiki as well.

Professional Development:

- *A.U.S.S.I.E.* and Literacy Support consultants will work with the coaches, and classroom teachers to implement comprehension strategies and vocabulary into mathematical problem solving.
- Consultants and Assistant Principals will support coaches, cluster teachers, and classroom teachers to learn how to use comprehension strategies and teach vocabulary in math.
- The coaches will support and coach teachers in the use of manipulatives.
- The coaches and AUSSIE Math Consultant will monitor the ongoing implementation of all aspects of the Investigations program.
- Professional Development will be provided with the support of *A.U.S.S.I.E.* consultants in using a variety of media and formats which

include interactive whiteboards, the *Zing* team learning system and a range of software programs. Professional Development will be provided in using technologies to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.

- Teachers will continue to learn how to use Excel class spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e. 3-5 Predictive assessments & CITA's.
- Implementation of ECAM for all students in K-2 and for 'at risk' students in 3-5. This will include how to administer, analyze and use for future planning.
- Developing cognitively demanding tasks for all learners.
- Teachers will be able to access information gathered using technologies. This information will be valuable in order for teachers to set individual teacher and student goals and individualized learning plans.
- Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support integrating math into the curriculum planning. Use of the school wiki will be demonstrated for teachers both individually and at PAP meetings.

Specific PD activities

Investigations as delivered by Investigations trainers.

Smart Board & Interactive whiteboard training and coaching

Microsoft Office – Excel workshops for beginners

Zing training for Grades 3, 4 & 5 and GLOBE teachers.

Using blogs to support classroom programs

Using multi-media resources to support teaching and learning

Training in the use of the wiki and the school server.

Promoting mathematical thinking and problem solving through literacy, critical thinking skills and independent learning

Promoting mathematical thinking and problem solving through "Think Aloud"

Edward De Bono's 'Six Thinking Hats'

Using VoiceThread to present and explore mathematics.

IMPLEMENTING COMMON CORE STATE STANDARDS THROUGH INTEGRATED CURRICULUM PLANNING:

To further support comprehension in mathematics and the content area we will continue to design, plan, and implement an integrated curriculum to support comprehension in all subject areas.

In order to do this, teachers will include mathematics in their consensus maps and pacing calendars for the integrated curriculum units of study.

Key personnel and other resources used to implement these strategies/activities:

- A.U.S.S.I.E. Consultants and Independent Consultants
- K-2 Math Coach & 3-5 Math Coach, Technology Coach and Data Specialist
- 4 Reading Teachers, 3 AIS Teachers, and 3 SETSS Teacher
- Professional Books
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book* – Gretchen Owocki have been distributed to all teachers

- Smart Boards / Mimio Boards, Document Cameras, scanners and microphones
- VoiceThread and Award Reading
- Laptop Computers for every teacher
- Laptop Computers for students
- ZING Team Learning System
- Investigations Program resources and materials
- Mathematics Manipulatives

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Teachers will track and monitor student progress.
- Teachers will use data to inform all instructional groups and to choose resources.
- The AUSSIE consultant will work with coaches and teachers to development of consistent assessment practices and processes for K-5.
- Specific Investigations assessment data will be collected and recorded in class excel spreadsheets
- Teachers will use data collected from formal assessments with Acuity, the Predictive assessments and the ITA's.
- Informal observations will be used to collect qualitative data.
- Teachers will use data collected from DYO Assessments
- Early Childhood Assessment in Mathematics (ECAM) will be used as a formative assessment in Counting, Addition/Subtraction and Numeration units of study. The data will also be used to track and monitor student progress within these concepts as students move from Kindergarten through to 2nd Grade.
- Teachers may demonstrate their use of data through the presentation of an alternative assessment project.
- Teachers will use data to set in individual student goals.
- Teachers will use data to create personalized student learning plans and ensure that they are challenging and raising the academic profile of the schools high achieving and meeting the needs of low performing students.

Evidence:

- Results of the NYS math test 2013
- Mid Year assessments
- End of Year Assessments
- Predictive Assessments
- Acuity Assessments, CITA's
- DYO Assessment
- Teacher Use Survey results – graphs to show results
- Informal data collection through observation and conference
- Assessment Binders which include class excel spreadsheets

Timeline for implementation:

September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will:

- provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ensure that:
 - Parents play an integral role in assisting their child's learning;
 - Parents are encouraged to be actively involved in their child's education at school;
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
 - Parents can also utilize DOE data system, such as ARIS to monitor their child's learning. Parents have access to ARIS as a means of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences

- introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g. Goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the school report card and progress report will be explained).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Identified at-risk students are provided Academic Intervention Services through the RTI (Response Through Intervention Program)
- The school's Guidance Counselors and Social Worker conduct the following lessons/workshops:

Students/Parents:

- Social Skills: Anti-Bullying/Diversity/School Safety/Tolerance
- Self-Esteem
- Conflict Resolution
- Morning Monitors
- Can Food Drive
- Yard Sale
- Movie Night
- Parenting Classes
- Classroom and school rules on respect and self-regulation are provided to individual classes

Workshops for Staff:

- Child Abuse Awareness
- Suicidal Prevention
- Learn More About the Discipline Code
- SAVE Room
- Verbal Abuse
- Corporal Punishment
- Respect for All
- How to Motivate Our Students

- Rights and Services for Students in Temporary Housing

Workshops for Parents:

- What should parents know about children's development?
- What basic school readiness skills should Kindergarten and 1st graders have?
- How should parents/caregivers tune to their children's needs? (Need for virtues and good citizenship)
- How should parents/caregivers tune to their children's needs? (Educational needs)
- What services does the school provide to its students?
- What difficulties do you experience living in the U.S. and in your home country?

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teacher Effectiveness / Strengthen teacher practice

By June 2013, all teachers will design two Common Core-aligned units of study in English Language Arts as evidenced by lessons, tasks, classroom observations, rubrics and assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our large population of English Language Learners, approximately 58% necessitates that the school continues its efforts by providing extensive staff development for our entire staff. We will continue rigorous Staff Development with teachers in comprehension strategies, and the use of technology to support instruction, to organize data, and monitor student progress. Professional development will be provided to help teachers effectively teach the Questioning and Discussion Techniques in order to improve student comprehension in literacy in all grades.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance and progress. Professional development for teachers to plan appropriately challenging tasks to meet the needs of all students, including high performing students, the ELLs, at risk students, and special education students will be given.

We have 10 newly hired teachers this school year. Therefore, there is a need to support them with training and PD's in order to enhance teacher effectiveness and to achieve excellence in student work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups:

Observations/Feedbacks:

The Principal and Assistant Principals will engage in short, frequent cycles of classroom observations, examine and reference the feedback

teachers receive and their involvement in second order change.

Principals and assistant principals will:

1. Engage in collaborative examination of student work
2. Give timely, specific, evidenced based feedback to teachers based on *A Framework for Teaching*.
3. Provide all teachers with a copy of *Enhancing Professional Practice A Framework for Teaching* to articulate clear expectations for teacher practice and serve as the focus for teacher development.
4. Strengthen their own capacity to improve high quality feedback to teachers through focused professional learning and practice.
5. As part of the CFN406 initiative, we will effectively use the 'iObservation' tool to facilitate the management of informal observations.

Collaborative Teacher Team:

All teachers will be involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process will also facilitate professional development and improve teaching practices for teachers. Teachers will set short and long term goals for individual students to support student learning. They will integrate the use of technology to organize assessment data, and to track and monitor students' learning progress. Educational consultants, administrators, coaches, and teachers will provide professional development on comprehension with an emphasis on the strategy of Questioning and Discussion Techniques to support the work of all teachers. In addition to participating on the Collaborative Teacher Teams, all teachers will set professional learning goals according to the Charlotte Danielson's: *A Framework for Teaching*. This process will facilitate professional development and improve teaching practices for teachers. This will enhance the inquiry process. They will integrate the use of technology to organize assessment data, and to track and monitor students' learning progress. □

Charlotte Danielson *Enhancing Professional Practice A Framework for Teaching*:

Domain 1: Planning and Preparation,

Component 1e: Designing Coherent Instruction

Support teachers to plan coherent instruction.

Teachers will design long range learning plans.

These plans will encompass several weeks and involve sequenced learning activities to engage students. Teachers will plan purposeful and rigorous activities that involve a variety of materials and will challenge both individual and groups of students. Individual lessons will be designed aligned to these plans.

1. Purposeful learning activities
2. Appropriate instructional materials and resources
3. Student groupings that are flexible and variable
4. Coherent lesson and unit structure

Domain 3: Instruction,

Component 3b: Using Questioning and Discussion Techniques.

Support teachers through professional development in the use of quality Questioning and Discussion Techniques.

- To use questions skillfully to engage students in an exploration of content
- To carefully frame questions to reflect on their understandings and consider new possibilities
- To allow students time to think
- To encourage all students to participate with deeper understanding and to convey respect for students and their thinking.

Our school wide PD plan will be developed and implemented to address teacher needs and school and district initiatives:

1. Individual teacher PD plans will be completed by teachers and administrators to enhance professional practice.
2. Ongoing appropriate professional development will be provided by consultants and coaches as required/identified.
3. Our three part process to plan and monitor professional learning includes:
 - Teachers' individual professional development plans
 - Teachers' professional development logs
 - End of year reflections on individual professional growth (Google Forms).

Component 3c: Engaging students in learning

Teachers will plan and design Activities and Assignments that:

- challenge students to think broadly and deeply, to solve a problem or to otherwise engage in non-routine thinking.
- provide activities and assignments where the cognitive challenge is appropriately high.

We will examine the quality of student work to evaluate the level of serious thinking as a technique to determine the level of student engagement.

Grouping of Students: Students are grouped in many different ways to enhance their level of engagement. Single, large group led by either the teacher or another student, in small groups, either working on their own or in an instructional activity with a teacher; or independently. In small groups, the students' ability level and skill in an area can be homogenous or heterogeneous. Groupings can be in pairs, in triads, or in other configurations that the students or teachers establish. Instructional groupings will be flexible and teachers will vary the instructional groupings within a single lesson and from day to day.

Instructional Materials and Resources: Materials will include items that help students engage with content. For example textbooks, readings, maps, charts, internet, math manipulatives, videos, lab equipment, films etc. We will support teachers to select materials that are suitable for students and applicable to the instructional outcomes.

Structure and Pacing: Teachers will design lessons that have a defined structure. Teachers will design lessons that have a defined beginning, middle, and end with a defined introduction and reflection / closure. Others will be more working sessions, such as an art session. The structure will be created through teacher design. Pacing will be related to the structure of the lesson and appropriate to the students and to the content. Suitable opportunities for reflection followed by closure will be provided

Component 3d: Using assessment in instruction:

Teachers will incorporate assessment as an integral part of instruction. Through formative assessment teachers will promote learning.

Teachers will engage in continuous monitoring. They will monitor student engagement in activities, the appropriateness of materials and grouping, and the extent to which the students are actually learning what the teacher intended. They will use this information as to whether students are actually learning to make midcourse corrections. Also students will monitor their own progress so as to take corrective action.

We will support teachers to set clear criteria, which is a critical component of a teachers' strategy for promoting student learning. We will support teachers in how to carefully watch and listen to students, to identify their understandings through:

1. Questions they ask
2. Responses they give
3. Approaches to projects and assignments
4. Work they produce

Providing Feedback to Students

The process of feedback individualizes instruction and ensures each student knows the extent to which performance meets standards. Teachers will provide feedback equitably so that all students receive feedback on their work. Teachers will guide students in using feedback from a variety of sources that include

- Instructional activities, such as a science experiment where the understanding was incorrect because the experiment does not yield an expected response.
- Materials, for example where the answers to problems are in the book
- Problems, for example when a math problem does not "check out".
- Computer programs, for example those designed to generate a varied sequence of steps or actions depending on a student's responses.
- Other students, for example peer review of a writing assignment

Teachers will be supported to ensure that feedback is accurate, constructive, substantive, specific, and timely. Teachers will learn how to provide feedback that informs and relates to students' errors, that they can correct and learn from, i.e to specifically improve student progress. Teachers will support students in providing feedback to their peers in a constructive manner.

We will support teachers to help students take responsibility for their own learning through engaging in self assessment. Students will learn how to monitor the quality of their own work against assessment criteria attached to learning intentions and performance standards.

Students will be learning how to make use of that information to maximize their learning.

Key personnel and other resources used to implement these strategies/activities:

- A.U.S.I.E. Consultants and Independent Consultants
- K-2 Literacy Coach & 3-5 Literacy Coach, Technology Coach and Data Specialist
- 4 Reading Teachers, 3 AIS Teachers, and 3 SETSS Teacher
- Professional Books
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book* – Gretchen Owocki have been distributed to all teachers
- Smart Boards / Mimio Boards, Document Cameras, scanners and microphones
- VoiceThread and Award Reading

- Laptop Computers for every teacher
- Laptop Computers for students
- Z/NG Team Learning System

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Evidence:

- Formal Observations and Informal Observations to assess teacher performance and effectiveness.
- Observations will be conducted by administrators and provide timely, specific, evidenced based feedback based on rubrics from Enhancing Professional Practice A Framework for Teaching.
- Observations will be conducted between October and May and feedback will be provided within 10 days of the observation.
- Tenured teachers: 1 formal and 3 informal observations or alternative assessment (Option A)
- Non - tenured teachers: 3 formal and 3 informal observations
- Rubrics from *Enhancing Professional Practice A Framework for Teaching* will be used as a guide for PD.

Timeline for implementation:

September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will:

- provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ensure that:
 - Parents play an integral role in assisting their child's learning;
 - Parents are encouraged to be actively involved in their child's education at school;
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
 - Parents can also utilize DOE data system, such as ARIS to monitor their child's learning. Parents have access to ARIS as a

means of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g. Goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the school report card and progress report will be explained).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Identified at-risk students are provided Academic Intervention Services through the RTI (Response Through Intervention Program)
- The school's Guidance Counselors and Social Worker conduct the following lessons/workshops:
 - Students/Parents:**
 - Social Skills: Anti-Bullying/Diversity/School Safety/Tolerance
 - Self-Esteem
 - Conflict Resolution

- Morning Monitors
- Can Food Drive
- Yard Sale
- Movie Night
- Parenting Classes
- Classroom and school rules on respect and self-regulation are provided to individual classes

Workshops for Staff:

- Child Abuse Awareness
- Suicidal Prevention
- Learn More About the Discipline Code
- SAVE Room
- Verbal Abuse
- Corporal Punishment
- Respect for All
- How to Motivate Our Students
- Rights and Services for Students in Temporary Housing

Workshops for Parents:

- What should parents know about children's development?
- What basic school readiness skills should Kindergarten and 1st graders have?
- How should parents/caregivers tune to their children's needs? (Need for virtues and good citizenship)
- How should parents/caregivers tune to their children's needs? (Educational needs)
- What services does the school provide to its students?
- What difficulties do you experience living in the U.S. and in your home country?

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Closing the Achievement Gap

By June 2013, Students with Disabilities (SETSS, Self-Contained and ICT) will demonstrate progress toward achieving State standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Summary of School Performance Trends:

| All Grades –Students with Disabilities | | | |
|---|--------|--------|--------|
| | 2010 | 2011 | 2012 |
| Levels 3 and 4 | 18.60% | 16.40% | 12.80% |

The Spring 2011 ELA results for the subgroup, Students with Disabilities (SETSS, Self-Contained and ICT) show that we have 16.4% performing at Level 3 or 4 and for Spring 2012, 12.8%. This shows that we have a 3.6% decrease in performance. There is a need to target this subgroup to help make gains in performance on the April 2013 NYS ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups:

Response To Intervention (RTI):

Identify level 1 and 2 students

Provide additional literacy support as outlined:

- Level 1 (1 hour per week) & low level 2 (1/2 hour per week) students.

- Level 1 students will work in groups of 1-3 and level 2, groups of 1-6 from the mid October to April
- High level 2 will be offered after school and/or Saturday program from October to April
- Reading and AIS teachers will take a response to intervention (RTI) approach using *The RTI Daily Planning Book – Gretchen Owocki* as the main resource. They will meet regularly as a group to share high quality practices. Each teacher will meet regularly with the student's class teacher.
- Recording student reading levels will be done by RTI/AIS teachers on the class teachers Reading Tracker and class spreadsheets.

Planning:

- Support Special Education teachers in improving their planning and delivery to ensure maximum student – teacher-para-professional instructional time.
- Ensure that the needs of all students are met through an emphasis on maximizing high quality teaching instruction for individual and flexible groups of students.

Flexible Programming:

- Flexible Programming- Developing individual student programs for students in grades K-5 as needed. If applicable, students will be mainstreamed into less restrictive environment for different subjects and during certain periods.

Collaboration Period for Special Education Teachers:

The 2012 -2013 schedule provides a special education teachers collaborative period for teacher sharing of best practice, planning and PD's.

Additional Support:

Extended day, Saturday and summer programs will be provided for those students in need of additional support.

Key personnel and other resources used to implement these strategies/activities:

- A.U.S.I.E. Consultants and Independent Consultants
- K-2 Literacy Coach & 3-5 Literacy Coach, Technology Coach and Data Specialist
- 4 Reading Teachers, 3 AIS Teachers, and 3 SETSS Teacher
- Professional Books
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / Mimio Boards, Document Cameras, scanners and microphones
- VoiceThread and Award Reading
- Laptop Computers for every teacher
- Laptop Computers for students
- ZING Team Learning System

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Benchmarks to show progress throughout the year:

- Reading Levels (F&P) for students will show progress throughout the year as tracked on the Reading Tracker at benchmarking periods. Teachers will maintain ongoing records on a class Excel spreadsheet.
- Student reading levels will be recorded four times over the year. September levels will be recorded as end of year levels from the previous year. New students will be assessed within 7 days of being placed in their class. Three benchmarking assessments will be conducted in October, January and May to monitor progress.

Predictive assessment to plan comprehension strategies:

- Acuity Predictive Assessments to monitor ongoing student learning and to track progress

DYO K-2 Assessment Program:

Monitor ongoing student learning, track progress and measure attainment of goals.

Assessment Binders:

Include evidence of conference notes, running records, writing samples, writing rubrics, reading comprehension rubrics and reading trend data of individual students from the Reading Tracker

Timeline for implementation:

September 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will:

- provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ensure that:
 - Parents play an integral role in assisting their child's learning;
 - Parents are encouraged to be actively involved in their child's education at school;
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals,

as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.

- Parents can also utilize DOE data system, such as ARIS to monitor their child's learning. Parents have access to ARIS as a means of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g. Goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the school report card and progress report will be explained).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Identified at-risk students are provided Academic Intervention Services through the RTI (Response Through Intervention Program)
- The school's Guidance Counselors and Social Worker conduct the following lessons/workshops:

Students/Parents:

- Social Skills: Anti-Bullying/Diversity/School Safety/Tolerance
- Self-Esteem
- Conflict Resolution
- Morning Monitors
- Can Food Drive
- Yard Sale
- Movie Night
- Parenting Classes
- Classroom and school rules on respect and self-regulation are provided to individual classes

Workshops for Staff:

- Child Abuse Awareness
- Suicidal Prevention
- Learn More About the Discipline Code
- SAVE Room
- Verbal Abuse
- Corporal Punishment
- Respect for All
- How to Motivate Our Students
- Rights and Services for Students in Temporary Housing

Workshops for Parents:

- What should parents know about children's development?
- What basic school readiness skills should Kindergarten and 1st graders have?
- How should parents/caregivers tune to their children's needs? (Need for virtues and good citizenship)
- How should parents/caregivers tune to their children's needs? (Educational needs)
- What services does the school provide to its students?
- What difficulties do you experience living in the U.S. and in your home country?

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|---|--|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | Academic Intervention Services for ELA are provided as follows: RTI (Response to Intervention), LLI (Leveled Literacy Intervention), Extended Day, ELL Success Afterschool, ELL Success Saturday Academy, Summer Closing the Gap, Award Reading (Technology Interactive reading program), and Raz-Kids (Online Leveled Reading). | Small Group Instruction | During the school day, before/after school and Saturday |
| Mathematics | Academic Intervention Services for Mathematics are provided as follows: Extended Day, ELL Success Afterschool and small group instruction by the classroom teacher. We use the Math program, Investigations, which is an inquiry based approach to Math. | Small Group Instruction | During the school day and before/after school |
| Science | The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are addressed in small groups by the classroom teacher. | Small Group Instruction | During the school day |
| Social Studies | The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to understand and learn curriculum in their native language. | Small Group Instruction | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | The school's bilingual guidance counselors provide the following at-risk services: conflict resolution, anger management, behavior intervention, social-emotional intervention, self-esteem enhancement, motivation booster, school bullying prevention and intervention, middle school articulation, parental education, and parental outreach regarding students' behavior, social emotional and academic performances. The guidance counselors provide these services through parent meeting, group and/or individual counseling, classroom inter-visitations and student workshops. The school's psychologist assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services | Group and Individual | During the school day and before/after school |

| | | | |
|--|--|--|--|
| | <p>to at-risk students identified by the classroom teacher. The school psychologist attends a monthly PPT (Pupil Personnel Team) meeting in which the team, which includes the school psychologist, reviews the teacher's recommendations and concerns. The team develops an action plan to support the needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, outside psychotherapy, related services (speech, occupational therapy, physical therapy or hearing), etc.</p> <p>The school's social worker discusses and addresses teacher concerns regarding at-risk students. The social worker does classroom observations, conducts parent meetings and provides individual or group counseling (boost confidence, self image, motivation, conflict resolution) to the identified at-risk student(s). The social worker articulates with classroom teachers and student providers to develop a support plan based on student needs. In addition, the social worker conducts parent education workshops to provide them with skills, strategies, resources, and parent rights to help children succeed in school.</p> <p>The school's health aide and nurse provide health workshops on asthma, obesity and nutrition to at- risk students in order to prevent any health crisis. Vision and hearing are tested and letters are sent home to parents to follow-up if a child fails either test. Hygiene lessons are given throughout the year based on teacher recommendations.</p> | | |
|--|--|--|--|

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- The administrative staff attends hiring fairs to recruit highly-qualified teachers
- The payroll secretary works closely with the Network HR Point person on an ongoing basis to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- Monthly Mentor/Mentee meetings with Assistant Principal and consultant to support new teachers
- Mentors/Mentees meet 2 periods per week to discuss teaching and learning

Professional Development for Teachers:

- Inter-active professional development will be utilized for teachers to learn about teaching comprehension. *Teaching Comprehension – An interactive professional development program © A.U.S.S.I.E. Interactive 2005*
- Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support planning
- Teachers will continue to learn how to use Excel spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e., K-2 DYO assessments, 3-5 Predictive assessments & CITA's

Professional Development Activities:

- VoiceThread training to develop the oral language of students and increase the use of web 2.0 tools
- Training in use of Google Apps
- Smart Board & Interactive whiteboard training and coaching
- Microsoft Office – Excel workshops for beginners
- Continue Zing training for Grades 3, 4 & 5 and GLOBE teachers.
- Using blogs to support classroom programs
- Using multi-media resources to support teaching and learning e.g. Flip cameras
- Training in the use of customized web pages
- Reading Tracker – inputting data and customizing reports.
- Developing personalized learning plans using laptops.
- Edward De Bono's 'Six Thinking Hats' to promote thinking and problem solving.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

P.S. 105 PARENT INVOLVEMENT POLICY (PIP)

PS 105 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definitions of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information, and the parents of the students participating in activities, services, and

programs funded by Title I, Part A of the Elementary and Secondary Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect the school year 2012-2013.

P.S. 105 School-Parent Compact

School Responsibilities:

PS 105 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
Please see school Comprehensive Educational Plan 2012-2013 for school goals and action plans.
- Conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Official report cards will be distributed throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
 - Parents can also utilize DOE data system, ARIS to monitor their child's learning. Parents have access to ARIS as a mean of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she needs to call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week (November), parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading;
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities:

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

- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- Parent participation in school decision-making and meaningful involvement and dialogue in the culture of the school will be strengthened through our PTA and School Leadership representatives
- Conduct Pre K and Kindergarten workshops for incoming parents and students in July to acquaint them with the school environment and how the parents can support the academic learning and social and emotional development of the children.
- Conduct Parent-Teacher Curriculum Conferences in the beginning of the school year to inform and discuss with parents the school goals, initiatives and students' goals established by the students and teachers.
- Introduce parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive. PTA meetings will be held monthly to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year. (e.g.-goals and expectations for all students that are aligned with the State learning standards will be explained, curricular materials, resource and the use of technology will be shown and demonstrated, the school report card and progress report will be explained).

- Workshops will be given on accessing and understanding the ARIS Parent Link.

Student Responsibilities:

Students will:

- attend school regularly and arrive on time
- complete all homework and submit all assignments on time
- follow DOE and school rules and be responsible for their actions, as indicated on the *Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Rights and Responsibilities, K-12*
- show respect for themselves, other people and property-Respect for All
- try to resolve disagreements or conflicts peacefully
- always try their best to learn

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christop Groll/ Sandra Litrico | District 20 | Borough Brooklyn | School Number 105 |
| School Name The Blythebourne | | | |

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

| | |
|---|---|
| Principal Johanna Castronovo | Assistant Principal Alice Lee, D. Amato, S. Chen |
| Coach Danielle Zoldak | Coach Yolanda Kui |
| Teacher/Subject Area Kathleen Riordan/ESL | Guidance Counselor Betty Wan |
| Teacher/Subject Area Christine Hsu/Bilingual | Parent Hong Hui Dong |
| Teacher/Subject Area Mei Li Zhao/Bilingual | Parent Coordinator Melody Zhao |
| Related Service Provider Joann Altieri | Other type here |
| Network Leader Sandra Litrico | Other type here |

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 | 18 | Number of Certified Bilingual Teachers | 21 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 3 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|-------------|---|---------------|
| Total Number of Students in School | 1822 | Total Number of ELLs | 1049 | ELLs as Share of Total Student Population (%) | 57.57% |
|------------------------------------|-------------|----------------------|-------------|---|---------------|

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

Part II: ELL Identification Process

1. The school posts signs and translated important information into three major languages (Chinese, Spanish and Arabic) which students and parents speak. When parents come to register their child in our school, the pupil personnel secretary, Susan Donatelli, provides them with a registration package with the Home Language Identification Survey in their native language. Parents will fill it out during the registration process. For transfer students within New York City Schools, if the home language is missing on ATS, parents will fill out another HILS. A trained pedagogy (an ESL Licensed teacher) assists the parent to complete the form, interviews the child and conducts the ELL parent orientation at Room 212 or 213 if necessary. (translation will be provided if needed) During ELL parent orientation, parents are informed by our trained and licensed staff and Chancellor's DVD on three different ELL programs available in the city. Parents learn about their options and choices. The following staff members are trained to conduct the initial screening, administer the HILS and the LAB-R for new comers. They are Assistant Principal – Alice Lee, Testing Coordinator-Betty Hass, ESL licensed teachers: Cheryl Ng, Hong Yang, and Kathleen Riordan. The Licensed ESL pedagogues make initial recommendation to place the child in the appropriate class based on their abilities to communicate in English and their native language proficiency. The LAB-R test result is hand-scored by the ESL Licensed teacher, and the student is placed in classes according to the results, and in consultation with parents about program choices. Students who have a home language of Spanish are administered the Spanish LAB by a licensed Spanish speaking pedagogue if they fail the LAB-R exam in English. Parents will then sign the Program selection form. Within 10 days, the parent receive the notification letter along with their child's LAB-R testing result. The Licensed ESL teachers will consult with parents to select whichever program model that they believe will be most beneficial for their child. In addition to the one on one ELL parent orientation, the school also conducts school wide ELL parent orientation in September to communicate with ELL parents. During this ELL identification process, translations are always provided whenever necessary so that parents always understand their options.

Parents return their Program Selection Forms after the orientation and the students' program are adjusted accordingly whenever possible. If the form is not returned, the student is placed in the bilingual program by default. This is an on-going process that the school provides to accommodate all parents and students.

Once the student has been identified as an ELL, he or she will take the NYSESLAT every year to have their language proficiency evaluated to determine if he or she continues to be entitled to receive mandated ESL services. When the test results are available for the school, the testing coordinator and ESL Push-in teachers will write the entitlement letters for all ELL students who did not pass NYSESLAT, and non-entitlement letters for those students who passed the NYSESLAT. These letters are sent home with students to inform parents about their child's test results and the entitled ESL services they will receive for the school year. Students who passed the NYSESLAT will not receive mandated ESL services, and non-entitlement letters are sent to parents.

We ensure all four components of the NYSESLAT are administered to all eligible students. We run the ATS: RLER (REVISED LAB / NYSESLAT ELIGIBILITY ROSTER) Report for NYSESLAT to determine the students eligible to take the NYSESLAT. We then run the RLER Report for LAB-R and identify the students who failed the LAB-R exam. These are the students who have to take the NYSESLAT exam. The testing coordinator maintains a list of students for makeup in all parts and ensures that every eligible student takes all parts of the NYSESLAT exam.

Prior to the exam, we provide a 2 ½ hour Professional Development to familiarize teachers with all the components of the exam. The testing coordinator creates a schedule for examiners to follow. We begin by administering the Speaking part, which is done one to one. It is followed by the Listening, Reading and Writing parts, which are in groups, also take into account students' testing modifications. We administer the NYSESLAT exam according to the State Assessment Timeline.

We use the NYSESLAT to evaluate ELLs annually by running and analyzing the ATS: RNMR (NYSESLAT Combined Modality Report) and using the data generated by the Title III AMAO Tool provided by Richard Bellis, ELL Specialist from the Division of Students with Disabilities & English Language Learners. We identify the students who are not proficient on the NYSESLAT as well as students who did not make progress or meet AMAO (Annual Measurable Achievement Objective). These students include students who did not advance 1 proficiency level from 2 NYSESLAT administrations; students who are on the same proficiency level both years and did not advance 43 Scale Score points or more; and students who only have one test score but score lower than Intermediate. To address the needs of these students, we provide RTI (Response to Intervention), Small Group Instruction, extended day, Saturday Academy and After-School Program.

2. To ensure the understanding of all available program choices on the selection form, in addition to the 1:1 parent orientation at registration, the school sends home a letter to invite parents of all new students to a parent orientation meeting during the first week in October. At this meeting, the Chancellor's DVD on the different ELL programs available in the city are shown to parents in the major languages: Chinese, Spanish, and Arabic. Each group will watch the DVD in their native language in separate areas with an ESL teacher and a translator. Parent survey and program selection Forms are then reviewed with the parents in the native language (written and oral.) At the parent orientation, all three choices are explained to parents followed by the viewing of the video of the programs provided by the Department of Education. Prior to watching the video, parents are grouped by language needs with a presenter who can speak in their native language. Chinese parents are divided into Mandarin and Cantonese groups, Spanish speaking parents are in a group, Arabic and Urdu speaking parents are in a group together. All groups are supported with school personnel who can speak their language. After the video, school personnel will review the selection form with the parents line by line. Available program choices are explained to the parents. Parents are informed that P.S. 105 only has Transitional Chinese Bilingual Programs available and the Freestanding ESL Program. However, if they are interested in a Spanish Transitional Bilingual Program or Dual Language Program, they have the option to transfer to the appropriate school.

3. Parents are requested to return the selection form at the end of the meeting or by the following week. At the meeting, a class roster is generated as the attendance sign-in for parents. If a parent is absent, the selection form is then sent home with the student, followed with a phone call by the a trained staff to review and explain the selection in the native language. As parents return their forms, ESL push-in teachers and the testing coordinator checks off the names of parents who return the selection form against the class register to ensure all selections forms are returned. Phone calls will be made by the ESL teachers, the parent coordinator, or the classroom teacher when selection forms are not returned by the requested date. After the outreach, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

Entitlement letters are written and sent home by the testing coordinator and the push-in ESL teachers according to the ATS report – RLER, listing students by class who are eligible to take the LAB-R or NYSESLAT. Entitlement letters are sent after the LAB-R administration. The entitlement letters for students who took the NYSESLAT are sent in the beginning of the school year as results of the test are received in late summer.

The testing coordinator keeps and maintains a list of students who passed or failed the LAB-R or the NYSESLAT exams and documents which entitlement letter was sent home. Classroom teachers verify the list to ensure that the appropriate entitled letters are sent out. We color code and translate our entitlement letters into Chinese (White: Placement Letter, Green: Non-Entitlement Letter, Pink: Continued Entitlement Letter, and Yellow: Non-Entitlement/Transition Letter).

The testing coordinator ensures that all parents return the Parent Survey and Program Selection Forms. When these surveys are returned, the original copy is stored in the students' cumulative folder and a copy is stored in one central location.

4. All 3 programs: Transitional Bilingual, Dual Language and Freestanding ESL are explained to parents at the parent orientation as their choices. However, the Transitional Bilingual program is only for the Chinese speaking students as they account for about 90% of the student population. Students of all other languages are offered Free Standing ESL classes. Parents who are non-Chinese speaking are also informed that they are entitle to TBE programs offered at other schools. Parents are also informed if they are interested in the Dual language program, they have the option to request and transfer to other schools.

For new admit students, after eligibility is established with the LAB-R, entitlement letters are sent home if the student is eligible for ESL service. For students who took the NYSESLAT and did not pass, continued entitlement letters are sent home in September after the school receives the NYSESLAT scores from the State.

5. The school finds that new comers from China's rural areas tend to select the TBE program. Families from major cities of their native countries tend to select the ESL program. Parents of more advanced students tend to select the ESL program. The school's

current ELL programs reflect this trend.

6. Out of the 1049 ELLs, 571 are in the ESL program and 478 are in the TBE program. Our program models have met the needs and requests of our students and parents as per their program selection choices.

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="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Chinese |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | 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> | 7 | 3 | 3 | 3 | 3 | 3 | | | | | | | | 22 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 3 | 3 | 3 | 2 | 2 | 2 | | | | | | | | 15 |
| Push-In | 1 | 3 | 3 | 1 | 1 | 1 | | | | | | | | 10 |
| Total | 11 | 9 | 9 | 6 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|------|--|-----|-------------------------------|----|
| All ELLs | 1049 | Newcomers (ELLs receiving service 0-3 years) | 986 | Special Education | 37 |
| SIFE | 59 | ELLs receiving service 4-6 years | 63 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|-----|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 452 | 39 | 0 | 26 | 5 | 0 | | | | 478 |

| 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 | |
| Dual Language | | | | | | | | | | 0 |
| ESL | 534 | 15 | 32 | 37 | 0 | 5 | | | | 571 |
| Total | 986 | 54 | 32 | 63 | 5 | 5 | 0 | 0 | 0 | 1049 |
| Number of ELLs in a TBE program who are in alternate placement: | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | 152 | 71 | 69 | 63 | 71 | 52 | | | | | | | | 478 |
| 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 | 152 | 71 | 69 | 63 | 71 | 52 | 0 | 478 |

| 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 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

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 | 8 | 6 | 4 | 4 | 1 | 5 | | | | | | | | 28 |
| Chinese | 58 | 163 | 114 | 113 | 45 | 32 | | | | | | | | 525 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | 1 | | | | | | | | | | | | 2 |
| Urdu | 1 | | | | | | | | | | | | | 1 |
| Arabic | | 4 | 1 | 2 | | 2 | | | | | | | | 9 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | 1 | | 1 | | | | | | | | | | | 2 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | | 1 | | | 1 | | | | | | | | 4 |
| TOTAL | 71 | 174 | 121 | 119 | 46 | 40 | 0 | 571 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 1-4 here

Part III: Programming and Scheduling Information

1. P.S. 105 provides the following two programs of instruction to ELL students:
 - a. The Freestanding ESL program (including push-in and self-contained) in grades K-5, and The Transitional Bilingual Education Program in grades K-5. All TBE programs are taught by licensed Bilingual teachers. Self-contained Freestanding ESL programs are taught by dually certified in both ESL and Common Branch licensed teachers. In classes where the teacher is not ESL licensed, a licensed ESL teacher will push in or pull out to service entitled students.
 - b. All classes are heterogeneous grouped by grade.
- 2.a. In the beginning of the school year, teachers in the TBE programs, Self-contained, Push-In and Pull-Out programs are informed about the mandated number of instructional minutes for ELLs to be provided according to proficiency levels in each program model which is reflected on their program cards. Self-Contained ESL classes would indicate on their program card when ESL strategies are taught during the day. All teachers of ELLs also received a copy of the NYSESLAT results with their students' proficiency level and percentile on each of their listening/speaking strands, and their reading/writing strands in order to group their students for instruction.
3. In the Self-Contained classes, ELA and content areas are taught in English using ESL strategies. Content area learning is integrated in literacy. The school provides many resources such as fiction and non-fiction leveled books and big books in science, math, and social studies for teachers to teach English language arts in the content area to ELLs. Content knowledge learning is infused in read alouds, shared reading and guided reading with ESL strategies.(ie. Use of visuals, TPR, CALLA, and dramatization) Small group instruction would serve and differentiate the needs of students on varies proficiency levels. Push-In and Pull-Out teaches provide the mandated ESL periods according to students' proficiency levels. Out of classroom ESL teachers are provided with a copy of the curriculum maps on the grades they serve. They are expected to support the classroom teachers in the teaching of content area by supporting students in the learning of content knowledge as well as the acquisition of the English language. In the TBE program, the language allocation for English and the students' native language depends on the students' English proficiency. The delivery of instruction in the content area in these programs is in the Native language. New concepts, skills and strategies are taught in the Native language. They are then taught in English using ESL strategies focusing on the learning of key vocabulary words on the content. Students in TBE classes receive one period per day in the Native Language Arts. For materials in native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts, plus many fiction and non-fiction books in Chinese. The school has ordered over \$100,000 dollars worth of children's literature to support the teaching and learning of the native language in Chinese and Spanish. Many of these books will be sent home with students daily to promote parental involvement in reading

A. Programming and Scheduling Information

with their parents. For beginning ELLs, about 80% of the instruction would be provided in the native language and 20% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English. In addition to the Balanced Literacy approach, resources used to support ELLs in their learning are: Award Reading(K-3), On Our Way to English (K-5), Discovery Education in Science(on-line subscription), Raz-Kids (on-line subscription), books with CDs and audio tapes, etc.

4. The school aligns all instruction to the Common Core Learning Standards on all units of studies on the curriculum maps. All contents on the curriculum map are non-negotiable. All students are held to the same standards. To assess learning of the bilingual students, bilingual teachers use the Side by Side model where unit tests are translated in the native language to evaluate student learning. Our Youth Counselor also conducts an after school homework help program for the Spanish speaking students where she supports and evaluates students in their learning using their native language.

5. Instructional Plans for sub-groups:

a. SIFE ELLs

We identified 59 students as SIFE ELLs. These students are being serviced during the day by the classroom teacher in small groups, as well as AIS reading (RTI). They are invited to attend extended day. They will be offered the Title III funded ELL Success After School Program and the Saturday Academy in March.

b. ELLs in US schools less than three years(new comers)

New comer ELLs are invited to participate in extended day and supplemental programs funded by Title III's after school ELL Success program as well as the Saturday Academy. The school has a push-in teacher in grades K and 1 to target oral language acquisition. In grade 2, a push-in teacher to support the reading in the content area. In grades 3, 4, 5, two days a week, a bilingual teacher to help these students build their foundation in phonics and social language.

ELLs who need to take the ELA after one year will be supported through the after school programs and Saturday Academy funded by Title III. Teachers with these students in TBE classes and Self-contained classes will provide instruction to them in separate groups in order to prepare them for the test. All teachers in grades 3-5 receive professional development in Testing as a Genre where they learn to incorporate skills and strategies students need to perform well on the ELA in their daily lessons.

c. ELLs receiving services 4-6 years

Potential Long Term ELLs are invited to attend supplemental programs funded by Title III Saturday ELL Success program. The school will also provide multiple workshops and classes to parents of ELLs. Teachers will differentiate and target the needs of these ELLs. Their progress will be closely monitored to determine effectiveness of instruction and strategies.

d. ELLs receiving services after 6 years

N/A. We do not have ELLs receiving services after 6 years.

6. ELLs with IEPs

The school's AIS Team and Student Assessment Team will work with the classroom and resource room teachers to provide effective instruction prescribed by the IEPs.

All ELL students with disabilities in self contained Bilingual and Freestanding ESL classes are serviced by a dually licensed (Bilingual or ESL) teacher to provide mandated ESL services. A special education licensed teacher (Resource room teacher) will provide services as per IEP in a pull out or push in model.

ELL students in a CTT class are serviced by a licensed ESL push in teacher when the classroom teacher is not licensed in ESL or Bilingual.

ELL students in self contained special education class is serviced by a licensed ESL push in teacher for ESL services.

The activities and programs used include Wilson, Award Reading, Raz-Kids, Comprehension Skills Kits by Benchmark, small group and one to one instruction.

7.

The school's student population is about 90% Chinese. To support these students, the school offers an extensive bilingual program from Kindergarten to grade 5. In addition, there are two Chinese bilingual staff throughout the organization: two assistant principals, a social

A. Programming and Scheduling Information

worker, two guidance counselors, a school psychologist, a family worker, a parent coordinator, a school aide, a school nurse, a resource room teacher, a speech teacher, and two ESL push-in teachers. For the Spanish speaking students, there is a Spanish speaking Youth counselor, a school aide, and a few classroom teachers who are bilingual in Spanish. The school has many ESL licensed classroom teachers as well. Many of these teachers are also bilingual. Instructionally, the school uses the Balanced Literacy approach and the workshop model to address the diverse needs of ELL-SWDs. In addition to the leveled books, native language literature in both Chinese and Spanish are available in all classrooms to support and strengthen students' comprehension skills. These books are read by the upper grade students. In the lower grades, the books are sent home to read and discuss with their parents. Workshops are done at PTA meetings to encourage parents to read with their children in the native language in order to promote students' comprehension skills. Native language arts are taught in bilingual classrooms one period per day. In administering the Fountas and Pinnell reading assessment to bilingual students, bilingual teachers accept and note students' responses in the native language as evidence for satisfactory comprehension. In the ICT classes, when possible, a bilingual licensed or a Chinese speaking teacher is assigned as one of the teacher team to support ELL-SWDs. Before a student is formally referred, PPT will review the student profile, at-risk services are offered before formal referral is recommended. The school aligns all instruction to the Common Core Learning Standards on all units of studies on the curriculum maps. All contents on the curriculum map are non-negotiable. All students are held to the same standards. To assess learning of the bilingual students, bilingual teachers use the Side by Side model where unit tests are translated in the native language to evaluate student learning. The workshop model is implemented to ensure small group instruction in all content areas. Investigations, a new math program implemented this year, provides strategies and activities for the ELLs as well as special needs students. All teachers are provided professional development in the teaching of ELLs throughout the year. They are also encouraged to attend any outside workshop opportunities on the teaching of ELLs.

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

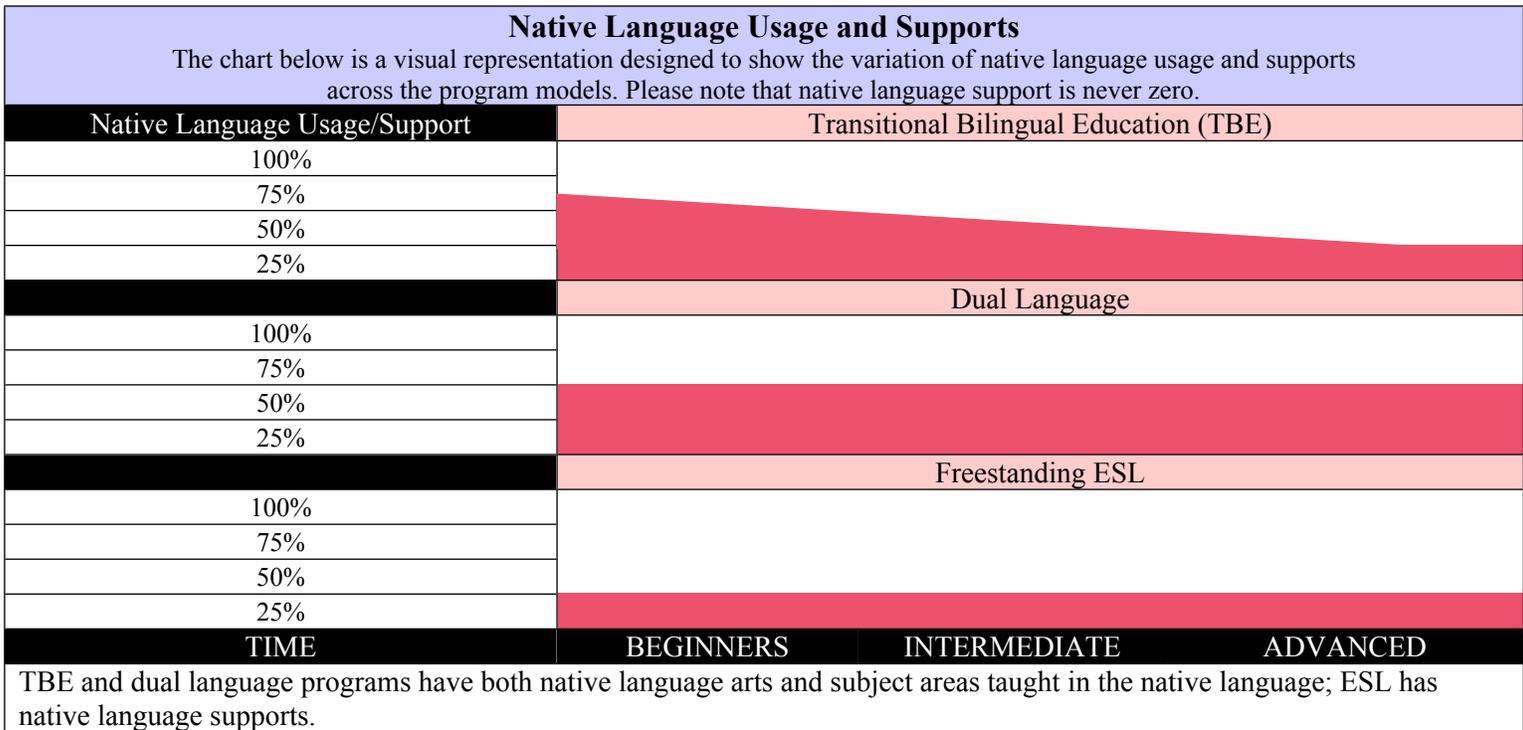
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | Chinese | | | |
| Social Studies: | Chinese | | | |
| Math: | Chinese | | | |
| Science: | Chinese | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 5-14 here

8. Targeted intervention programs for ELLs:

ELA – All classes use the Balanced Literacy approach and the workshop model. In TBE and Self-Contained classes, teachers use last year's NYSESLAT proficiency levels and percentiles to group students for targeted instruction according to their strengths and weaknesses. Reading is taught in the different genres and content areas using leveled books according to students' reading abilities. Content area learning is incorporated in the literacy components. Students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Math – All classes use the TERC Investigation Math curriculum. Students in TBE classes are taught math concepts and skills in their native language. Students in Self-Contained classes are taught math concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

Content Area – All classes use the Common Core Standards based curriculum map to teach Social Studies and Science. Students in TBE classes are taught content concepts and skills in their native language. Students in Self-Contained classes are taught content concepts and skill with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

9. The school continues transitional support (2 Years) for ELLs reaching proficiency on the NYSESLAT by providing on-going professional development to all teachers in ESL strategies and differentiated small group instruction to address the needs of all students. Former ELLs are permitted to have testing accommodations for up to 2 years after testing out of the NYSESLAT according to a State memo. These students are serviced by a push in AIS reading teacher to provide continuous support in English acquisition. They are also invited to attend extended day, afterschool, and Saturday programs in order to provide support in preparation for the state exams.

10. The school has purchased leveled science books for the ELLs from National Geographic. The books will support the ELLs in the learning of the science content vocabulary and concepts. The school also has purchased many native language children's books in Chinese and Spanish for students to take home to read with their parents. A Read Aloud workshop will be conducted by a grade one teacher at the October PTA meeting to demonstrate how to read aloud and ask higher order thinking questions in order to promote students' comprehension.

11. All programs and services will continue.

12. All school programs are offered to all students. For example, ELLs are selected to join the chorus, band, violin, and the Student Leadership Team, etc. Supplemental services such as the ELL Success After School Program and the Saturday Academy are funded by Title III and therefore, offered to ELLs. Due to the large numbers of ELLs, to ensure equity, different students are invited to attend the different programs: Extended Day, ELL Success After School, Saturday Academy. New comers will attend Extended Day, ELL students who need to take the ELA will be invited to attend the ELL Success After School Program. Students in K-2, and Long Term ELLs will be invited to attend the Saturday Academy. Selected classes (12) will participate in a Chinese Folk Dance program taught by an outside

consultant funded by Title III funds.

13. To support the ELLs, the school purchased Award Reading, On Our Way to English, Subscriptions on Discovery Education in Science and Raz Kids, Smart Boards, mimio Boards, Comprehension Skill Kits, Anchor Comprehension Leveled books by Benchmark, National Geographic Science and Social Studies for the ELLs. The school also purchased many children's literature in the native language, and content area books in the native language for students to take home to read with their parents.

14. In the TBE classes, for beginning ELLs, about 60% of the instruction would be provided in the native language and 40% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 25% of the instruction would be in the native language and 75% in English.

In the Self-Contained classes, all instruction will be delivered in English unless the classroom teacher or the Push-In/Pull-Out teacher speaks the child's native language. In that case, for new comers, the teacher is encouraged to introduce a lesson in the content area in Chinese first, and then use ESL strategies to teach the lesson, and sum up in Chinese again to assess learning.

15. With the Balanced Literacy approach, teachers teach reading and the content area with leveled books that are differentiated by students' reading levels, grade levels, and skill sets needed. Classroom teachers and Push-In and Pull-Out ESL teachers are provided with data on the latest NYSESLAT and other assessment data on ARIS in order to group and differentiate instruction according to students' needs.

16. For the incoming Pre-K and Kindergarten students who registered before the school year begins, parent orientations with the incoming students are conducted in the summer by the Guidance Counselor(Chinese bilingual), the Parent Coordinator(Chinese bilingual), and the Youth Counselor(Spanish bilingual) to inform parents and students of school rules and routines, and to familiarize them with the physical building in order to ease their transition for September.

17. All ELLs in TBE classes are taught one period per day in the Chinese Language Art.

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

D. Professional Development Plan:

1. Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities have been planned.

- Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
- Continue providing professional development on ESL standards and NYSESLAT.
- Introduction of the school's Language Allocation Policy:
- Language allocation in Balanced Literacy
- Language allocation in content areas
- Analysis of assessment data (LAB-R, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.) to make informed determination of the English proficiency level of the students in order to provide targeted instruction.
- Focus on writing: writing process and genre studies
- Differentiate instruction for ELLs of different levels and different needs
- Assessment of students' native language proficiency level.
- Inform parents about the Language Allocation Policy
- Research-based effective bilingual and ESL scaffolding strategies
- Creative ways to improve student language proficiency through Theater Arts
- Computer, Smart Board and mimio Board technology
- Technology-based program: Award Reading

2. Support for staff – The Guidance Counselors provide workshops to Fifth Grade Teachers and students to explain the application process and the various programs offered in the middle schools, and make appropriate program recommendations for ELLs students. Arrange inter-school visits for fifth grade classes to visit the middle schools to familiarize ELL students with middle school settings. The Guidance Counselors(Chinese Bilingual) and the Youth Counselor(Spanish Bilingual) will address concerns from parents.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is provided to staff in multiple ways: In addition to the on-going in-house training provided by Assistant Principals, Aussie consultants and Literacy coaches during weekly PAPs, classroom demonstrations, and PD dates; all teachers are encouraged to attend outside workshops on best instructional practices for ELL students. The school will fund these workshops with Title III funds.

Our school keeps binders for all weekly Professional Developments. The school administrators keep and maintain a binder of all in-house PD's for ELLs. In addition, the payroll secretary keeps a binder of all external PD's that teachers attend throughout the year.

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

E. Parental Involvement:

1. Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year at PTA meetings. The school combined Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Conduct Reading Workshops on how to read and ask questions in the Native Language to promote students' reading comprehension
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips to cultural institutions (Parents with their children)

Provide oral translation at PTA meetings, SLT meetings, Parent Teacher Conferences, and any meetings with school staff. All written school correspondences are translated.

2. The school partners with CBOs such as the Brooklyn Chinese American Association, the Brooklyn Chinese Planning Council, and the Maimonides Medical Center to provide workshops in parenting skills, health issues, and child development, etc.

3. We evaluate the needs of our parents by using data from the LES, concerns and suggestions from parents, school staff, and students.

4. Workshops and information provided to parents at PTA meetings are in response to parents' needs and concerns in order to support the learning, achievement and development of the ELLs, socially, emotionally, and academically.

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) | 72 | 116 | 56 | 58 | 47 | 32 | | | | | | | | 381 |
| Intermediate(I) | 5 | 94 | 65 | 70 | 37 | 23 | | | | | | | | 294 |
| Advanced (A) | 17 | 78 | 97 | 92 | 62 | 42 | | | | | | | | 388 |
| Total | 94 | 288 | 218 | 220 | 146 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1063 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|---|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING | B | | 33 | 10 | 9 | 14 | 20 | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|----|-----|----|----|----|---|---|---|---|----|----|----|
| /SPEAKING | I | 1 | 74 | 46 | 18 | 22 | 15 | | | | | | | |
| | A | 1 | 85 | 102 | 75 | 61 | 28 | | | | | | | |
| | P | | 63 | 87 | 98 | 55 | 49 | | | | | | | |
| READING/ WRITING | B | 1 | 58 | 18 | 20 | 20 | 20 | | | | | | | |
| | I | 1 | 64 | 44 | 70 | 36 | 20 | | | | | | | |
| | A | | 51 | 56 | 77 | 57 | 35 | | | | | | | |
| | P | | 82 | 127 | 33 | 39 | 37 | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | 52 | 47 | 33 | 0 | 132 |
| 4 | 25 | 57 | 7 | 0 | 89 |
| 5 | 42 | 30 | 10 | 0 | 82 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | 1 | 1 | | 2 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 3 | 11 | 23 | 24 | 32 | 36 | 2 | 13 | 144 |
| 4 | 1 | 1 | 17 | 7 | 16 | 29 | 5 | 29 | 105 |
| 5 | 6 | | 6 | 3 | 15 | 22 | 6 | 32 | 90 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 2 | | | | 2 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 7 | 1 | 25 | 18 | 6 | 50 | 108 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

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

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
| | Q1 | 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 | 76 | 25 | 9 | 2 | | | | |

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. The school uses Fountas and Pinnell to assess the early literacy skills of ELL students. Based on these assessment data on the ELL students, it shows a trend on the lack of academic vocabulary and the lack of prior knowledge which prevent students in their language acquisition in reading, writing, speaking and listening, as well as the learning of content knowledge. Therefore, teachers are asked to focus on vocabulary and oral language development in the teaching of ELL students through Read alouds, Think-Pair Share, and dramatizing of stories. In order to provide background knowledge to support the learning of ELL students, teachers plan field trips, conduct read aloud, shared reading and guided reading using different genres.

2. The results of the NYSESLAT indicate that the school's ELL students performed better on the combined modules of reading and writing than listening and speaking in grade K, 1 and 2 on the Intermediate and Advanced level. Grade 3, 4, 5 are the opposite. All modules combined the largest group of grades K-5 ELL students falls at the advanced level, then the beginner and the intermediate groups.

3. The data indicates that we need to target at our advanced students and help them cross the bar of being proficient in English. Further enforcement of the Balanced Literacy Approach and the application of ESL scaffolding strategies are needed to increase the language interaction between teachers and students, and among students. The school promotes literacy using Reader's Theater to help the ELL students improve their English speaking and listening skills as well as the reading and writing skills.

4.
a. An analysis was done to see how the results of grade 4 ELLs' math and science tests relate to their NYSESLAT results. The analysis reveals the trend that students, who did better on NYSESLAT, also did better in math and science. Many ELLs entered the school with a good knowledge in content areas and strong native language skills. They performed better on exams that are provided in their native language.

b. The school leadership and teachers are using the results of the ELL Periodic Assessments on ARIS in order to better inform instruction in the areas of need as indicated by the Predicted NYSESLAT Performance and Scores by Modalities in the reading, writing, and listening with percent correct and points.

c. The school has learned that data on the ELL Periodic Assessment is helpful in grouping students for instruction according to their needs in the different modality. It is also a fairly good indicator in predicting how students will perform on the NYSESLAT with the exception of the speaking and constructed response writing items, which are not on the Periodic assessment.

5. N/A

6. The school evaluates the success of programs for ELLs through on-going progress monitoring by teachers using F & P, teacher made unit assessment in the content area, and articulation between support teachers and classroom teachers on student progress in AIS reading, ESL, Resource Room services, etc. All ELL students are expected to make a year of progress on the NYSESLAT and a year of progress on the ELA for ELLs who are required to take the test. When assessment data becomes available, analysis of the data will show if ELL students have made a year of progress on the NYSESLAT or the ELA. In past performances of content area assessment as in math, science and social studies, ELLs in the TBE program outperformed ELLs in the Self-Contained program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>The Blythebourne</u> | | School DBN: <u>20K105</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Johanna Castronovo | Principal | | 9/26/11 |
| Alice Lee | Assistant Principal | | 9/26/11 |
| Melody Zhao | Parent Coordinator | | 9/26/11 |
| Kathleen Riordan | ESL Teacher | | 9/26/11 |
| Hui Hong Dong | Parent | | 9/26/11 |
| Christine Hsu/Bilingual 4 th Gr | Teacher/Subject Area | | 9/26/11 |
| Choi Lam/Bilingual 5 th Gr | Teacher/Subject Area | | 9/26/11 |
| Yolanda Kui | Coach | | 9/26/11 |
| Danielle Zoldak | Coach | | 9/26/11 |

School Name: The Blythebourne

School DBN: 20K105

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------|---|-----------|-----------------|
| Betty Wan | Guidance Counselor | | 9/26/11 |
| Sandra Litrico | Network Leader | | 9/26/11 |
| Mei Li Zhao | Other <u>K-Bilingual</u> | | 9/26/11 |
| Elizabeth Hass | Other <u>AIS, Testing Coord.</u> | | 9/26/11 |
| Stacy Lai | Other <u>2nd Grade Globe</u> | | 9/26/11 |
| Joann Altieri | Other <u>SETSS</u> | | 9/26/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K105 **School Name:** The Blythebourne School

Cluster: 04 **Network:** 406

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 use the ATS reports: RHLA (Home Language Aggregation) and RPOB (Place of Birth Report) to assess the language needs of our school. According to Chancellor's Regulation: A-663, "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." Based on the ATS reports: RHLA and RPOB, we have 89% of the students with the home language, Chinese. Therefore, our school translates and sends home all documents in Chinese. In addition, we also translate and send home essential documents in Spanish, which we have 3.5% of students with the home language, Spanish.

For oral interpretation, we provide for translations for Chinese, Spanish and Arabic. We have staff in the school who speaks these 3 languages. This allows us to provide translations in a timely manner.

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.

According to the ATS reports: RHLA (Home Language Aggregation) and RPOB (Place of Birth Report), we found that Chinese (1593, 89%) and Spanish (64, 3.5%) are the two high-need languages in the school. Thus, we translate and send home all school documents/forms in those two languages.

According to the feedback from our teachers, PTA Board members, and parent coordinator, most of the parents speaking these two languages do not have sufficient English proficiency to understand important school documents, such as school correspondence, test score reports, and curriculum information. Oral and written translations in three languages (English, Chinese and Spanish) are desperately needed. We have shared these findings with the school leadership team and the PTA Executive Board members.

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.

Fortunately the school has a staff rich in cultural background. We have teachers who can speak, read, and write in these two identified languages: Chinese and Spanish. This enables us to provide efficient, quality, and timely written translation services to our parents. We propose two per session positions for written translation in these two languages. The per-session hours we propose for these positions will be flexibly allocated according to the actual language needs of the school. Teachers hired for the proposed positions will work on flexible hours before/after school as needed. The school will assign a supervisor to monitor the materials to be translated and make sure that they are approved under NYCDOE guidelines and not a duplicate of a translation done by the Translation and Interpretation Unit. We will also set aside some supply money to have some translated parent education materials printed.

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

Oral interpretation needs will be provided by the parent coordinator, parent helpers, and helpers from local community base organizations, such as the Brooklyn Chinese American Association. Parents who speak languages other than Chinese and Spanish can request for oral interpretation as needed. The school will do an over the phone translation with the Translation and Interpretation Unit or hire translators from a NYCDOE approved vendor.

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>.

PS 105 has always been doing its best to provide its parents with quality translation services. The school began translating all school correspondence and important DOE documents as early as the early nineties. With the translation and interpretation services provided at all events, the communication between school and parents has been greatly enhanced. Many more parents participate at PTA meetings and Parent-teacher Conferences or come to volunteer at school. The parents are now better informed about the school's curriculum, the learning standards, and the testing requirements. They are also better informed about different programs offered for the students in the school and their rights to choose among these programs. The increased contacts and inquiries from parents indicating that they are now more involved in their children's education and would like to fulfill their responsibility as parents. This would not have been possible if there were no comprehensible communication between the school and the parents. With additional funding from the DOE for translation services and the plans we outlined above, we believe that our parents' language needs are being addressed and the requirements of CR A-663 are met.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: The Blythebourne | DBN: 20K105 |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 1050 |
| Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 66 # of certified ESL/Bilingual teachers: 37 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school will combine its Title III (\$126,968) and Immigrant (\$13,200) funds to offer a comprehensive supplemental program for ELLs as well as former ELLs based on the analysis of student's academic and emotional needs. 20K105 will offer supplemental services to this targeted population (ELLs and immigrant students who are former ELLs) through the following program activities:

- o After-School Program
- o Saturday Academy
- o After-School Motivation Booster Program (Guidance Counselors)
- o After-School Socialization Enhancement Program (Social Worker)

Based on our assessment data results on the ELA, Math, and the NYSESLAT from last year, the school proposes to continue the after school program and the Saturday ELL Success program to support the current and former ELL students. The school had an influx of new immigrants in the last few years. Since new immigrant students must take the ELA after one year of attending U.S. schools and with so little time to acquire proficiency in English, most of these ELLs scored on levels 1 and 2 on the State's ELA assessment. The After School program will address these students. The Saturday program will target K-5 ELLs, especially those students who are new arrivals, who scored at the beginner or intermediate levels on last year's NYSESLAT, and who scored at the same level consecutively over two years.

The detail descriptions for each program are as follows:

After-School Program:

- The After School program will service approximately 300 students. Each class will have a maximum of 15 students. The program is structured to have two cycles in order to service more students. Each cycle consists of 18 sessions for students. The program will run twice a week from 3:30pm to 5:00pm on Tuesdays and Wednesdays. Teachers will have one pre-service P.D. session for each cycle.

In cycle I, there will be 11 classes (four classes in grade 3, four classes in grade 4 and three classes in grade 5), 11 teachers and 1 coach. Cycle I will be from November 13, 2012 to January 16, 2013. Pre-service PD for cycle I will be on November 2, 2012, from 3:00pm – 4:30pm. We will target past and current ELLs in grades 3-5 who performed on levels 1 and 2 on last year's State ELA and Math assessment for students in grades 4 and 5, holdover students, students with chronic absences from last year, as well as students who didn't make one year of progress. Grade 3 students will be identified using the F & P reading benchmarks for the grade as well as teacher recommendations.

Part B: Direct Instruction Supplemental Program Information

In cycle II, there will be 9 classes (four classes in grade 3, four classes in grade 4, and one class in grade 5), 9 teachers and 1 coach. The second cycle will be from January 22, 2013 to April 10, 2013. Pre-service PD for cycle II will be on January 17, 2013, from 3:00pm – 4:30pm. There will be an addition of 2 PD's from 3:00pm to 4:30pm. According to last year's scores, 49% of students in grades 3-5 scored on level 3, while only 5 % scored on level 4. Therefore, Cycle II will target students who scored on level 3 in order to help them make progress. The program will provide support for former and current ELL students in literacy and math in order for them to make one year of progress.

By using the workshop model in Balanced Literacy, teachers will focus on developing academic vocabulary through Word Works, and the reading of fiction and non-fiction books. They will use the six comprehension strategies: Prediction, Visualization, Summarizing and Think Aloud to promote higher order thinking skills. Teachers will incorporate close reading strategies and text complexity to build student comprehension. To ensure quality learning, teachers will conduct small group instruction. Current ELL students will be taught by licensed bilingual/ESL teachers. Former ELL students may be taught by Common Branch Licensed teachers who are experienced in ESL strategies. There will be 8 classes of ELLs, 3 classes of former ELLs. Due to the large student population in the program, the program supervisor will work from 3:30pm to 5:30pm to supervise children who are not picked up on time.

Saturday Academy:

- The Saturday Academy program will target approximately 165 ELLs in grades K-5 who are taking the NYSESLAT in May. The program will have a total of 11 classes. There will be two classes for grades K-4 and one class in grade 5 with no more than 15 students in each class. The classes will be taught by licensed bilingual/ESL teachers. The program is structured for 9 sessions: The program will run on nine Saturdays from January 5, 2013 to April 13, 2013. Teachers will have a pre-service PD session prior to the start of the program on Friday, January 4, 2013, from 3:00pm to 4:30pm. The Saturday program hours for students will be from 9:00 AM to 12:00 PM for each of the 9 sessions. Teachers are provided with a half-hour planning session on each Saturday session from 8:30am to 9:00am. A program supervisor will be assigned from 8:15am to 12:15pm due to the large student population in the program.

The student programs will utilize materials and resources such as *On Our Way to English* by Rigby, *Anchor Comprehension* by Benchmark, *Targeted Reading/math Intervention*, and technology programs such as *Award Reading*, *Raz-Kids*, *Discovery Education in Science*, *BrainPop*, *Smart Board* and *Audacity* to support the development of the listening, speaking, reading and writing modalities in the ELL students.

A major focus for the school this year will be to help students learn through accessing and comprehending grade-level texts independently in reading. In writing, teachers will focus on helping students write arguments and opinions supported by evidence from text in the major content areas. The school will continue to develop higher order thinking skills for all students based on the NYCDOE past Quality Review recommendations. By analyzing the ELA, NYSESLAT and Acuity data, we discovered that our ELL students who had 3 or more years of English service and instruction who took the ELA, met standards. However, little growth was shown in subsequent years. To address this issue, the school revisited the ESL/Bilingual program and curriculum to enhance and improve teaching and learning.

Part B: Direct Instruction Supplemental Program Information

Many leveled non-fiction guided reading books were purchased to support the ELLs in the development of academic vocabulary and comprehension. Native language materials in both Chinese and Spanish will also be provided to all classrooms to support and sustain the development of native language for ELLs.

After-School Motivation Booster Program for students in grades 2-5:

The school will implement an After-School Motivation Booster Program provided by two Bilingual Guidance Counselors as an intervention for new or long term ELLs, who are not performing well academically due to the lack of social-emotional skills. Students will be recommended by teachers as well as the School Pupil Personnel Team. The program will service a total of 20-24 students in grades 2-5. There will be a total of 25 sessions with a group of 10-12 students. The first group will be students in grades 4-5. The group will meet once a week from 3:00pm to 4:30pm on Mondays for 15 weeks, 15 sessions. The second group of students in grades 2-3 will meet on Thursdays for 10 sessions, from 3:00pm to 5:00pm. In order to help these students cope with their new environment, the program will provide group activities and discussions to build self-esteem and develop social skills to cope with the American school environment and culture. There will be components of martial arts, organized sports, and games to develop self-control, respect, discipline, conflict resolution, and team building skills for these students. In order to provide experiences for the ELLs in the American culture and society, trips to cultural institutions and around the city will be part of the program.

After-School Socialization Enhancement Program for students in grades K-2:

The school has many ELLs in grades K-2 who were born in the U.S. but returned to China and were raised by their relatives. When these students return to the U.S. at school age, they reunite with their parents and are entered into school at the same time. They often have tremendous difficulty adjusting to the new environment, culture, language, and their “new parents.” They often lack routines and discipline in their upbringing, as well as school readiness experiences from their own country. Therefore, they are unable to cope with school routines to perform well socially or academically.

To help these students, we will implement two cycles of 10 sessions, two days a week, (Mondays and Fridays) from 3:00pm to 4:30pm. The first cycle starts on Monday 11/05/12 and ends on Friday 12/14/12, it will target Kindergarten and 1st graders. Group size will be 8 to 10 students. The second cycle starts on Monday 01/07/13 and ends on Monday 02/11/13, it will target 1st and 2nd graders with a group size of 8 to 10 students. The After School Socialization Enhancement Program will be provided by the bilingual Social Worker. The school pupil personnel team and teachers will identify and recommend the students. Through games, cooperative learning activities, and group socialization activities, students will establish routines and discipline to develop learning readiness, sense of belonging, self-confidence, and motivation to learn in order function successfully in their new environment.

A supervisor will be needed for a total of 37 sessions for the Monday, Thursday, and Friday sessions. Mondays and Fridays for one hour sessions, and Thursdays for 1.5 hours sessions.

Part B: Direct Instruction Supplemental Program Information

Chinese Folk Dance Residency (Purchased High Quality Staff):

Since 90% of our student population is of Chinese decent, there is a need to provide the knowledge and exposure to the Chinese cultural arts to build students' self-esteem and appreciation of their own heritage. We will contract 2 Chinese folk dance consultants to work with a total of 13 classes, with the teachers, in grades K-5 for a total of 32 sessions. The program will meet twice a week, during school time outside of the mandated ESL periods, ending with a culminating performance for the celebration of the Lunar New Year in February, 2013.

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: P.S. 105 has a tradition of providing teachers with strong and on-going professional development based on their needs. To support various school instructional programs, school administrators, Australian United States Student Service in Education (AUSSIE), Literacy consultants, Art consultants, literacy coaches, and ESL experts/consultants provide professional development in Balanced Literacy workshop model, ESL strategies, Language Allocation Policy, NYSESLAT data-driven instruction, and NYSESLAT/ELA alignment and item analysis, and workshops outside of the school. These professional development sessions are provided to all teachers since there are ELLs in all programs in the school. Currently these professional development sessions are scheduled from September 2012 to June 2013 through the following activities:

- Daily classroom implementation which includes teacher observations, demonstration lessons, providing resources, and conferencing with teachers etc.
- Curriculum planning horizontally and vertically across all grades to implement reading strategies and building academic vocabulary across the year to scaffold teaching and to ensure rigor for all learners with Literacy Consultant, Tony Stead
- Weekly Professional Activity Periods(PAPs)
- Weekly collaboration planning period for all ESL and Bilingual teachers
- Teacher Teams to moderate student work to inform instruction and fill gaps in the curriculum and teaching
- ELL focus professional development in embedding literacy skills in daily teaching to support and ensure ELLs to make progress in the NYSESLAT and the State ELA

The cost for 12 per-diem substitute teachers for 8 days, total 96 per-diem days, will be set aside to cover

Part C: Professional Development

the class of the teachers attending Professional Development.

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: Public School 105 conducts Parent Orientation Meetings and parent workshops once a month throughout the year. The school combines Title I, Title III and Fair Student Funding to provide the following workshops to ensure parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, new assessment instruments and dates, reading workshop using native language literatures to promote comprehension, etc.
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library
- Family trips

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 | | |

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. |
|---|-----------------|---|
| 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 | | |