



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PUBLIC SCHOOL 106

DBN: 27/Q106

**PRINCIPAL:** MARCELLA-MICHEL'E SILLS

**EMAIL:** MSILLS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
Marcella M. Sills	*Principal or Designee	
Robert Trager	*UFT Chapter Leader or Designee	
Wendy Pratt	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Jeanette Elsner	Member/ Teacher	
Lisa Caio	Member/Teacher	
Jennifer Woerter	Member/Teacher	
Mrs. Chancellor	Member/Parent	
Mrs. Scarsbrough	Member/Parent	
Mrs. Eva bennick	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**

- By the end of School Year 2013, 3% of students in grades 3 through 5 will progress by one level, as measured by NYS ELA Assessment.

### **Comprehensive needs assessment**

- After analyzing trends of student performance data on ELA state assessment, it was determined that all student groups showed increases in performance on the English language Arts Assessment. However, we need to improve performance in our schools lowest third. As a result, we are concentrating our efforts in making progress in ELA achievement in this targeted group, as well as maintaining our current level 3's and 4's.

### **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.

#### **Activity #1**

**Professional Development:** Professional Development will be given in *Journeys*, a Houghton Mifflin Harcourt literacy program aligned to the CCLS. The program offers interim assessments, a writing component, and differentiated instruction. It also places greater emphasis on non-fiction text. PD will also be given in the area of utilizing assessments to monitor and revise curriculum. Teachers will use the CCLS to provide feedback to students about their work. Teachers will use student data to plan and set goals, and continue to create and implement differentiated thematic units of instruction in grades K-5. In conjunction with *Journeys*, teachers in grades 3-5 will utilize *Learning by Design*, a Houghton Mifflin literacy program for the upper elementary grades. The program will support our goal as it is aligned to the CCLS, and provides opportunities for differentiation of instruction, leveled libraries, and readers for struggling students.

**Target Populations:** Classroom teachers in grades K-5 and students at-risk in ELA.

**Responsible Staff Members:** Literacy Coach, all classroom teachers in grades 3-5.

**Implementation Timeline:** October 2012- June 2013

#### **Activity #2**

**A.I.S:** The Literacy Coach will institute an intervention plan in ELA which includes whole, small, and individual instruction with a focus on the school's lowest third and will support teachers through teacher collaboration, assessment of data from small group instruction, professional development, including curriculum mapping, support and collaboration on topics discussed during grade meetings, input on inquiry teams, and PPT meetings.

**Target Populations:** Coaches servicing At-risk students and students identified as At-risk.

**Responsible Staff Members:** Literacy Coach, IEP Teacher, ESL Teacher

**Implementation Timeline:** October 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.

- Parents may volunteer and participate in their child's class, observing class activities. The ELA and ESL teachers will work collaboratively to host ELA workshops with parents of students in the lowest third. The workshop materials used will be translated. Support will be offered to parents in their first language.
- The school will continue to host *Meet the Teacher Night* as well as *Curriculum Night* where the literacy curriculum will be discussed as well as student/teacher expectations.
- Parents will be trained on how to use *ARIS Parent Link* to view student data.
- Our Family Worker will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The Family Worker will participate in Network professional development sessions on the identified CCLS in reading and writing.

### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

**Budget and resources alignment**

• Indicate your school's Title I status: X 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.

  X   Tax Levy      X   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).

As a Title 1 Schoolwide Program school, we will use a combination of federal and local funds to implement our action plans from September 2012-June 2013 as follows:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials for use during throughout the school day programs.
- Per-session funding will be targeted to support examination of student writing samples during inquiry team meetings.
- Mentors will be assigned to support struggling teachers.
- The literacy coach will be assigned to support new teachers in instruction.

- Administration will attend annual hiring fairs to recruit highly qualified teachers.
- Teachers will attend professional development provided by the Network. Lead teachers will be selected to prepare the information with their colleagues. (CCLS, DOK, Curriculum Mapping.)
- Teachers will conduct visits to other schools to observe best literacy practices in using the CCLS.
  
- Teachers will continue to develop curriculum maps with the assistance of the literacy coach and Network point person.
- *Food and Nutrition Education Workshops* will continue to be offered to support student wellness. Proper nutrition is an important factor in success in school.
- *Star Track Anti- Violence Program* is offered at P.S.106Q. This program educates children on violence prevention and educates children about the juvenile criminal justice system. This acts as a deterrent to alternative life paths that may hinder student success in school and in life.
  
- UPK program at P.S.106Q will continue to implement the Core Knowledge Curriculum in conjunction with the CCLS to support oral language skills, and emergent literacy skills to give students concepts necessary for success, and to allow for a smooth transition to the lower elementary grades

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, 3% of students in grades 3-5, will increase by one level as measured by the NYS Math Assessment.

### **Comprehensive needs assessment**

After carefully analyzing trends of student performance data on Math state assessments, it was determined that, although all students showed increases in performance on the NYS Math Assessment, we need to improve performance in our school's Lowest Third percentile. As a result, we are concentrating our efforts on making progress in MATH achievement in our school's Lowest Third as well as maintaining our current Level 3's and 4's.

### **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.

### **Instructional strategies/activities**

#### **Activity #1**

**Math Intervention Plan-** Instituted by the Curriculum Specialist\ Core Knowledge Facilitator, this plan will include whole, small, and individual group instruction, with a focus on our schools Lowest Third in grades 3-5.

**Target Populations:** Curriculum Specialist/Core Knowledge Facilitator, servicing At-Risk students in math throughout grades 3-5, and classroom teachers.

**Responsible Staff Members:**, Curriculum Specialist/Core Knowledge Facilitator, classroom teachers (Grades 3-5), Network Support Staff.

**Implementation Timeline:** October 2012-June 2013

#### **Activity #2**

**Creation of Teacher Teams:** Teacher teams in Grades 3-5 will meet weekly to create student assessments in alignment with the CCLS for math, to support math instruction. Teachers and Our Curriculum Specialist\Core Knowledge Facilitator, will target At-Risk students in grades 3-5, and through team collaboration, utilize assessment data to provide small group instruction for our school's Lowest Third Percentile. We will continue to utilize the Math Coach and Network Support staff to model best practices and to provide professional development.

**Target Populations:** Grades 3-5 Teacher teams working with At-Risk students in mathematics in grades 3-5.

**Responsible Staff Members:** Classroom teachers of grades 3-5, Math Coach, and Administrative Staff.

**Implementation Timeline:** October 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.
  - Parents are invited to sign up for the *Learning Leader Series*, and workshops throughout the year, to support students during math instruction.
  - P.S.106Q will invite parents to attend parent involvement meetings in morning or evening, according to their availability, to discuss student math progress.
  - Our Family Worker, Ms. Randall, will facilitate parent workshops, sharing math activities parents can engage in with their children at home.
  - Parents will be provided with frequent reports on their child's math progress throughout the year.
  - The Family Worker will participate in Network professional development sessions on the identified CCLS in math.

### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
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- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**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.

  X   Tax Levy      X   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).

As a Title I Schoolwide Program school, we will use a combination of federal and local funds to implement our action plans from September 2012-June 2013 as follows:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials for use during the extended day programs.
- The coach position is funded is maintained to support teacher teams.
- The HSP program ordered provides intervention and differentiation of instruction in math.
- Our Curriculum Specialist/Core Knowledge Facilitator, will be assigned to support struggling teachers.
- The members of the principal's cabinet will recruit teachers that understand the importance of equity, high expectations, respect, understanding, and strong support for all students. Possible candidates must be able to engage students of diverse backgrounds. Candidates must demonstrate strengths in creating challenging and significant math tasks.
- Selected staff will participate in math workshops on the Network level and share the information with their colleagues.
- The math coach will provide profession development on developing tasks for teachers that are aligned to the CCLS in math.

- *Food and Nutrition Education Workshops* are provided to parents annually.
- *Star track School Anti-Violence Program* (Queens)
- *Operation Summer Fun* – Offers an educational, cultural, and recreational program for students between ages 7-13. This program partners students with positive role models.

### 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**

- By June 2013, 5% of students in grades 3-5 will show at least 1 level of growth in identified CCLS writing skills, as measured against a 4pt rubric. Similarly, 5% of students will show at least 1 level of growth in identified CCLS math skills, as measured against a 4pt rubric.

#### **Comprehensive needs assessment**

It is imperative that all students, including ELL's and SWD, have cognitively demanding learning experiences daily. We want to engage all students at P.S.106Q in rigorous tasks, within well-developed units of instruction. There is a need to prepare our students for academic environments that will continue to provide intellectual challenges. Those include, but are not limited to writing opinions and arguments after reading informational text, engaging in cognitively demanding math tasks requiring demonstration of ability to model and/or construct& explore reasoning behind arguments, and reading and analyzing informational text.

#### **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.

#### **Instructional strategies/activities**

##### Activity # 1

**Professional Development:** Four targeted professional development sessions will be implemented that address the use of the Common Core Learning Standards in the content areas, and the evaluation of student knowledge and progress throughout the unit assessments. Professional development will include creating rigorous writing and math tasks using Bloom's taxonomy and Webb's Depth of Knowledge aligned to CCLS. The targeted PD sessions will also align rubric development to the Common Core Learning Standards. The four targeted PD sessions will be divided as follows:

- Two PD sessions on using questioning and discussion techniques
- Two PD sessions in engaging students in learning
- The four targeted professional development sessions will also be utilized to develop rigorous math tasks.

**Target Populations:** Teachers servicing students throughout grades K-5, and students in grades 3-5.

**Responsible Staff Members:** Administrative Staff, Curriculum Specialist\Core Knowledge Facilitator, and teachers in grades 3-5.

**Implementation Guideline:** September 2012- June 2013

##### Activity #2

**Series of Modeling Sessions** (in-class and among peers)

Our school's Curriculum Specialist\Core Knowledge Facilitator will provide a series of (3) modeling sessions/coaching for teachers in the Early Childhood Academy (Pk-2) and for teachers in the Upper Academy (3-5). The modeling sessions will be focused on the CCLS for math and literacy. The desired outcome is for both students and teachers to become

aware of the Citywide Expectations for 2012-2013, to understand the rationale for the Citywide Instructional Expectations for math and literacy and for teachers to begin to design authentic, rigorous tasks in alignment with the instructional expectations for math and literacy throughout grades PK-5.

### **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 Curriculum Specialist/Core Knowledge Facilitator will develop a parent workshop to explain the Literacy Focus and Math Focus Domains, according to the Citywide Instructional Expectations.
- Network support will be provided to the Family Worker to introduce the CCLS to parents. The Family Worker will also share information from the professional development with colleagues.
- The Core Knowledge Monthly calendar will be created and distributed monthly to parents, highlighting curriculum topics, culminating activities for each unit of study, and content to be studied across the curricular areas.
- Monthly progress reports will be developed and distributed to students and parents, sharing vital information relating to their child's progress in school and throughout the disciplinary areas.
- The Curriculum Specialist/Core Knowledge will continue to support students in developing creative and engaging math activities resulting in honorable mention weekly for students who participated in the tasks, and succeeded in carrying out the math task. Students work will be evaluated according to a rubric developed in alignment with the CCLS.

### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

**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.

  X   Tax Levy      X   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).

As a Title I Schoolwide Program school, we will use a combination of federal and local funds to implement our action plans from September 2012-June 2013as follows:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials for use during the extended day programs.
- TL FSF will be used to create flexible schedules for teacher to conduct intervisitations within the school
- Curriculum Specialist/Core Knowledge Facilitator positions will be maintained for ELA and Math using a variety of funding streams
- Professional Development initiatives will be coordinated with existing programs at the school and with CCLS offerings at the Network Level.
- Prospective teachers must have knowledge of the Common Core Learning Standards and understand how to design differentiated instructional units using the CCLS.

- We will seek to hire educators who are committed to closing the achievement gap in education and who are committed to career-long professional development
- P.S.106Q will support and facilitate inter-class visitation among colleagues to support the staff in achieving this goal.

**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	The Early Intervention AIS teacher, Mr. Wright, services grades 1 and 2 in Language Arts/ Writing. He follows the writing components of the Core Knowledge Curriculum, which is implemented at P.S. 106Q. His teaching includes writing mechanics and conventions of print. Classroom teachers use a variety of supplementary materials to provide intervention to their targeted sub-groups in grades K-5. Some materials that have been used are Spotlight on Paired Passages, The Daybook (reading and writing support), Comprehensive Reading Assessment, Buckle Down Reading, ELA ITA, and ELA Predictive	One-to-One/Small Group	During The School Day.
Mathematics	Teachers have identified sub-groups for math. Teachers will utilize professional period (additional preparatory time), in which they will target struggling students in small group instruction in grades K-5. Texts used will be Buckle Down Math and HSP MATH.	One-to-One/Small Group	During The School Day
Science	F.O.S.S instructional kits were ordered for every classroom to support hands-on, student centered and small group instruction in the classroom. Our teachers identify and target students who are not meeting	One-to-One/Small Group	During The School Day

	the benchmarks in science.		
Social Studies	<p>Social Studies instruction remains an integral part of our daily instruction at P.S.106-Q. The Core Knowledge Curriculum provides our students in grades K-5 with rich solid, sequenced, shared and specific curriculum; to broaden our student's knowledge base in understanding the world community. Small group instruction is also available during Guided Reading as teachers use social studies trade books, or Pearson Learning: History and Geography texts to support instruction.</p>	One-to-One/Small Group	During The School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b><u>Guidance Counselor:</u></b></p> <p>Mrs. Larson, the school guidance counselor, identifies students who are at risk in grades K-5. She works in conjunction with the classroom teacher and other supportive school service providers to target students requiring intervention, counseling, and support. Mrs. Larson sees targeted students several days a week for 30 minutes in small groups, or one-on-one counseling. Children are seen during the instructional day.</p> <p><b><u>Psychologist:</u></b></p> <p>Ms. Lopez, the school psychologist, identifies students by referral from the principal, teachers, and guidance</p>	One-to-One/Small Group	During The School Day

	<p>counselor. She's a member of the School Based Support Team (SBST). PPT meetings are held bi-monthly; in which time selected students are reviewed for intervention services. Students are seen on a case-by-case basis. She is here two days per week.</p> <p><b><u>Social Worker:</u></b></p> <p>Ms. Martinez is a part-time social worker at P.S.106, who facilitates social interaction between parents, teachers, and students. Mrs. Martinez prepares referrals for student intervention services, serves on the School Based Support Team, observes students in conjunction with teacher referrals, and provides immediate intervention when necessary. The social worker collaboratively interacts with P.S.106/ SBST colleagues, to identify students who are at-risk at P.S.106Q.</p> <p><b><u>Health-related Services:</u></b></p> <p>Our school has an adaptive physical education teacher, physical therapist, and an occupational therapist. The occupational therapist, Yocheved Michaeli, pulls out students several times a week during for</p>		
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	30 minute intervals for group or individual therapy. The adaptive physical education teacher, Ron Del Re, services students on a daily basis, during 45 minute intervals.		
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**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.

<b>Goal</b>	<p>In order to improve best practices in teaching and learning, we will continue to implement Charlotte Danielson’s Framework for Teaching and align it to the needs of our school. We will provide professional development in components:</p> <p><b>1e:</b> Designing Coherent Instruction</p> <p><b>2b:</b> Establishing a Culture for Learning</p> <p><b>2d:</b> Managing Student Behavior</p> <p><b>3b:</b> Using questioning and Discussion Techniques</p> <p><b>3c:</b> Engaging Students in Learning</p> <p><b>3d:</b> Using Assessments in Instruction.</p>
<b>Measurable Objective</b>	<p>By June 2013, 100% of the teachers will have attended monthly professional developments for each component of Danielson’s Teaching Framework (cited above), thereby totaling 6 professional development sessions and will implement the teacher framework in their classroom practices.</p>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Use of Charlotte Danielson’s implementing the Framework for Teaching in Enhancing Professional Practice for professional development and evaluation of our teaching, learning environment.</li> <li>• Using the Teacher Effectiveness Program Prototype (TEP) to assess teachers’ instructional practices and student learning outcomes.</li> <li>• Two professional development sessions on using questioning and discussion techniques and two professional development sessions on engaging students in learning.</li> <li>• Professional development on creating rigorous tasks using Bloom’s Taxonomy and Webbs’ Depth of Knowledge aligned to CCLS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of Danielson’s Teaching Framework rubric to move teachers along the continuum for increased student achievement.</li> <li>• Administrative support for coaches and teachers in the form of Instructional Cabinet meetings.</li> <li>• Ongoing coaching in support of development of the two components of Danielson’s teaching framework cited above.</li> <li>• Modeling by coach and network support staff.</li> <li>• Collaborative informal observations performed by administrators, coach and network support staff using Danielson Teaching Framework templates.</li> </ul>
<b><i>Evidence</i></b>	<ul style="list-style-type: none"> <li>• Agendas and attendance sheets from Danielson professional development workshops.</li> <li>• Lesson plans that address the two components of Danielson’s Teaching Framework cited above.</li> <li>• Formal and informal observations focusing on evidence provided for teachers, measuring the progress in relation to instructional practice covered on the two components of Danielson’s Teaching Framework cited above.</li> <li>• Student responses (written and oral), reflecting content knowledge and its connection to teacher produced rubrics based upon Danielson’s Teaching Framework rubrics.</li> <li>• Written teacher feedback on informal walkthrough sheets based on Danielson’s Teaching Framework.</li> </ul> <p><i>Note: (CCLS: Common Core Learning Standards)</i></p>

**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.

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time
- follow the school rules and be responsible for their actions
- show respect for all, self, other people and property

- 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	District <b>27</b>	Borough <b>Queens</b>	School Number <b>106</b>
School Name <b>PS 106Q</b>			

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

Principal <b>Marcella Sills</b>	Assistant Principal <b>Tonya West</b>
Coach <b>Rosalie Isola</b>	Coach
ESL Teacher <b>Carlos Lazarus</b>	Guidance Counselor <b>Amy Larson</b>
Teacher/Subject Area <b>Jo Ann Hopkins, UFT</b>	Parent <b>Wendy Pratt</b>
Teacher/Subject Area <b>Wendy Boyd,</b>	Parent Coordinator <b>Paula Frazier</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Patricia Turbridy</b>	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>319</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>5.64%</b>
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## Part II: ELL Identification Process

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

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

#### 5.LL Identification Process

The pupil accounting secretary is the first staff person that parents of ELLs interact with when attempting to register their child. The secretary is responsible for providing parents with the necessary forms and information required for registration. She keeps on her desktop copies of pertinent registration forms (including the Home Language Identification Survey) in foreign languages. Upon meeting a parent who does not speak English, the pupil accounting secretary, will provide forms and information in the appropriate language. In the event that the parent(s) is unable to adequately communicate in English, the secretary will show the parent(s) a copy of the DOE's Language Identification Guide. The parent will identify their home language by pointing to it on the form. In addition, the secretary has on hand contact information for the DOE's Translation & Interpretation Services Unit to provide additional help. During this initial visit, all parents are required to fill out the Home Language Identification Survey (HLIS) on site. The parent(s) is not allowed to take the HLIS form home. The (PA) secretary is responsible for contacting the school's designated ESL teacher (Mr. Lazarus, who has a masters in Teaching ESL) to assist parents in filling out the HLIS form. In cases where the ESL teacher is unavailable, another certified pedagogue is contacted to assist. We have several teachers who in addition to their regular teaching license also have ESL certification. The certified teacher begins by explaining his role in the interview process and the purpose/importance of the home language survey (ie to insure that the language needs of the family are properly identified and addressed. The teacher then 'walks the parent(s)' through the process, explaining and clarifying information on the HLIS form to insure that parents are able to answer the questions appropriately. If parents have difficulty understanding what is being said, the Translation and Interpretation Services Unit will be contacted for over the phone interpretation help as needed. (In cases where Spanish or Haitian-creole is the home language, translation and interpretation will be provided on site. Mr Lazarus, our ESL teacher is fluent in Spanish. Two of our paras/assistant teachers are fluent in Haitian-creole and able to assist.) Parents will also be asked about their child's academic history to determine if there is evidence of interrupted formal education and consequently any possible gaps in learning that may need to be addressed.

The ESL teacher will then review the HLIS forms for all new enrollees. This review is conducted within the week of enrollment to identify students who might be eligible for the Language Assessment Battery-Revised test (LAB-R). The LAB-R is administered within ten days after enrollment. Prior to administering the LAB-R, Mr. Lazarus conducts a brief interview with candidates to informally assess level of proficiency in L2, and to set appointment for administering the LAB-R. The ESL teacher will also confer briefly with the classroom teacher for feedback and initial impressions of candidates. Students who score below proficient on the LAB-R are deemed eligible for ESL services. If the student is Spanish speaking, the teacher will also administer the Spanish Lab-R to determine the student's level of language proficiency in the home language. This information will be helpful during parent orientation in helping parents to select the best option for their child (Transitional, Dual Language or ESL). It can also be helpful in bringing to light possible gaps in formal education in the student's first language. It also give the ESL teacher a fuller assessment of the students academic prowess. The ESL teacher will then prepare form letters for the parents of all students to whom the LAB-R was administered and submits these letters to the principal for signing before mailing them out. Parents whose children scored proficient on the LAB-R are informed by letter (Non-Entitlement Letter) that their child was tested but does not require additional help. Parents whose child scored below proficient on the LAB-R receive a different letter (Entitlement Letter) explaining that their child was tested and is eligible

for services. These parents are also invited (in the letter) to attend a parent orientation workshop on a specific date. This entitlement letter also gives a brief synopsis of the three programs (Transitional, Dual Language and ESL) that are offered by the DOE. The parents of students deemed eligible will meet with the ESL teacher on the prescribed date to learn more about their options for service. During the orientation, parents will view the DOE's Parents Orientation video in their native language explaining the three choices of service being offered: Transitional Bilingual program, Dual Language program and Freestanding ESL program. If parents speak a language other than Spanish or Haitian -Creole arrangements are made to have a translator who speaks the parents' language present to assist during the presentation. Parents are not told which option (Free Standing ESL) is offered at PS 106 until after they have viewed the orientation video, completed and returned their parent survey and program selection form. Although parents are encouraged to take the Program Selection form home to think about their decision, most of our parents prefer to fill the form out during the orientation and turn it in. If all of the attendees return their forms during orientation, the ESL teacher explains to the parents which program PS 106 currently offers, i.e. Free Standing ESL Program. Parents are also told which schools in the area offer Dual Language, and Transitional Bilingual Education. There are occasions when parents will want to take the form home to reflect on their choices more. Most parents who choose to do this return the form within 2-3 days. They are then told about our Free Standing ESL program. In cases where parents fail to return the form in a timely manner, the ESL teacher will do outreach: phone calls to the home, note sent home with student, meeting parent(s) at morning line up or when picking up their child at the end of the day. Meeting the parent in person affords the opportunity to present the parent with another copy of the "Program Selection" form to sign on the spot if necessary. Our experience here at PS 106 is that 98% of our parents opt for the Free Standing ESL program. However, should a parent opt for Dual Language or Transitional, the ESL teacher will not only provide the necessary information, but will also make the initial contact with the school offering the service and make the necessary arrangements with the ESL staff at that school to meet with parents in order to facilitate the transition. The primary reason parents tend to prefer the ESL service that we offer here at PS 106 is that they feel that their child will learn English faster by being immersed in an English speaking environment (with the support of an ESL teacher). Transitional and dual language programs tend to be seen by our parents as a slower process of language acquisition and academic advancement. Even though one can easily argue that this is not necessarily the case, parents often come in with this 'bias'. The fact that the majority of our ELLs arrive with some (albeit limited) English speaking ability may explain why parents tend to favor our program. The Very Low Beginner is more often the exception at our school. Quite often, parents who have not selected our program as their first choice will change their minds upon discovering that their selection is not offered at PS 106. In spite of our efforts to convince them to the contrary, they will often insist on staying at PS 106. Parents tend to feel very comfortable here (small size of school) and respond positively to our staff's efforts to make them feel welcomed. Some have relatives or close friends whose children also attend out school. In such cases when parents refuse to go with their expressed preference and choose to stay at PS 106, the ESL teacher will make a note of this on the program selection next to their original preference and sign the explanation.

Given the popularity of our model with the majority of our parents, as well as the limited size and needs of our ELL population; plans for the introduction of additional models like the Dual Language program are not deemed necessary at this time. Our program is aligned with parental expectations.

In preparation for the administration (in May) of the New York State Language Acquisition Test (NYSESLAT), the ESL teacher, Mr. Lazarus, will make a list of the English Language Learners in the school who are receiving ESL services. To insure that this list is accurate, Mr. Lazarus will first enter/review and cross check the following codes on ATS: RLER (to generate list of students eligible to take the NYSESLAT), the RELL (to generate the number of ELLs currently in the school and their levels), the HIST (to view exam history and BESIS status) and the RLAT (to generate the NYSESLAT scores for the past three years). This data is retrieved in the beginning of the school year (towards the end of October) and used to finalize the list of ELLs who will be taking the NYSESLAT test in May. The list is then reviewed with the principal, Ms. Sills, who then orders the required number of NYSESLAT exams for testing in May. When the NYSESLAT arrives the testing coordinator/coach, Ms. Isola receives them and stores them in a secure location. She then informs the ESL teacher that the test have arrived and gives him the test Administrator's Manual. The ESL Teacher prepares a schedule for testing that aligns with the time periods specified in the manual and the subject area/component to be given in that period (Speaking, Listening, Reading and Writing). On the dates specified, the testing coordinator will give the ESL Teacher the tests to be administered on that day. After each test is given test booklets and answer documents are stored in a secure location. (Our ESL teacher administers all components of the NYSESLAT test since our ELL population is relatively small and hence does not require additional staff.) All testing is done in classroom M3 which is always available for testing including the Speaking component for individual testing. In keeping with the Testing Administrator's Manual once completed, the proper procedures for checking, packing and shipping tests are followed to insure the timely return of all materials.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	1	1											4
<b>Push-In</b>	0	1	1	2	1	0								5
<b>Total</b>	2	2	2	2	1	0	0	0	0	0	0	0	0	9

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	0	3	4	0	2				18
<b>Total</b>	<b>14</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

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	4	3	5	3										15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish					1									1
Albanian														0
Other	1													1
<b>TOTAL</b>	5	3	5	3	2	0	0	0	0	0	0	0	0	18

## 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?

Ours is an ESL Push-In with small group (in some cases: one on one) instruction /scaffolding and differentiation, along with some co-teaching(for most grades). There is also some Pull-Out instruction in block, small, mixed-level groups of students on the same grade level (with the exception of Kinder, 1<sup>st</sup> and 2<sup>nd</sup> who are seen together for one Pull-out per day), will go with the ELL teacher to an available classroom for instruction. ESL instruction is delivered in the classroom for a full 45 minute period. During Push-In instruction, ELLs are engaged in the same curriculum content area as their classmates. However, they receive instruction from the ESL teacher primarily through scaffolding and differentiation (building content based vocabulary, teaching/reviewing reading comprehension strategies, identifying gaps in language arts and addressing these, clarifying difficult concepts, using special graphic organizers, providing lower level supplementary materials as needed, using visual and auditory aids, making ongoing assessments of learning progress and conferencing with teachers. Scaffolding and differentiation are also provided in math (with the use of manipulatives, targeting specific gaps in math skills for tutoring, teaching math shortcuts and strategies, providing supplementary materials to complement lessons in math, building math vocabulary and teaching strategies for solving math word problems, and employing ELL related materials/worksheets and suggestions provided by our Core Knowledge curriculum. While engaged in Push-In instruction, students also interact with their content area teachers and English-speaking peers.

PS 106 has a relatively small ELL population, meeting the mandated instructional minutes in ESL and ELA (as an ESL program, we do not offer NLA) for students with varying levels of proficiency is managed in the following manner by our one ESL Teacher, Mr. Lazarus. ELLs from K and 1<sup>st</sup> (K and 1<sup>st</sup> ELLs are at the beginner and intermediate levels) combine to form one heterogenous Pull-out group which meets five periods per week (each period is 45 minutes). Then K and 1 are seen separately for Push-In instruction for three periods each per week (totalling 8 periods). ELLs in the second grade who are intermediate are seen for Pull-Out instruction 8 periods per week. They are joined four periods a week respectively by two ELL's who are at the advanced level of proficiency. All third grade ELL's scored at the intermediate level on the NYSESLAT, they are seen for Push-In instruction 8 periods a week. Our ELL's in 4<sup>th</sup> grade are at the advanced level, they are seen for Push-in instruction 2 periods per week and for Pull-out 2 periods, totalling 4 periods per week (mandated instructional minutes for advanced).

During Push-In instruction, the ESL teacher targets areas of specific need of the ELL and provide brief instruction, along with support materials. While studying life in colonial America, for example, the ESL teacher might share with the student a text on Colonial America written for a lower level reader or written in the form of historical fiction with an easy to follow story line thus helping to develop and expand the ELL's prior knowledge fund. The ESL teacher will usually follow up on such materials more in depth during a Pull-Out class. While engaged in Pull-Out instruction, ELLs are also engaged in the same curriculum as their peers, but the ESL teacher will focus

## A. Programming and Scheduling Information

primarily on language arts (i.e. vocabulary building, language usage, phonics, writing and reading skills) and also on areas of a lesson where the ELL student needs special help. Vocabulary might entail the review of words that the regular content area teacher might take for granted. It might even entail the teaching of Survival English vocabulary, i.e. teaching ELLs (usually who are new to the program) words that their homeroom teacher uses to give directions (e.g. "Take out your 4 square graphic organizer", "Use transition words" or "Open your math books"...). The Workshop model of instruction is usually followed during Pull-Out instruction. The ESL teacher gives a mini-lesson approximately 10 to 12 minutes. He usually starts the lesson by relating it to something previously taught either in the regular classroom or in the previous Pull-Out session. He then demonstrates or models what the student is expected to do (master). The students then attempt to do the activity along with the teacher and finally, students are given work to do independently. In using the workshop model in math, the teacher might demonstrate thinking aloud to solve a math word problem: "Can I see the math story in my head? Let me picture what is happening? Let's underline the important information in the math story? Let's see if the question gives us any clues as to the operation to use." To differentiate, the teacher would re-write the problem using simpler language and even smaller numbers. A similar approach is taken in using the workshop model in social studies. For example, after noticing that several vocabulary words in a social studies lesson used three very common prefixes, the ESL teacher decided to do a lesson on identifying prefixes as a way to accelerate vocabulary building. The teacher began the mini lesson by sharing his observation about the words used in the social studies text. He explained the meaning of "prefix" and the meaning of "root word". He then showed how this knowledge applied to the words used in the previous lesson. He engaged ELLs in trying to infer the meaning of four new words containing the same prefixes while also modeling his thinking process to arrive at the meaning of each prefix and how it alters the meaning of the root word. (Students are instructed to 'store' these new words in the ESL vocabulary section of their notebooks or on index cards in their ESL 'vocabulary box' which contains sections for Science, Math, ELA and Social Studies. (Building a strong vocabulary in all subject areas is critical for the ELL student. To this end students are provided with Science glossaries. Students are also given information on websites that provide vocabulary help in different subject areas that are interactive and in some cases entertaining such as: [amathsdictionaryforkids.com](http://amathsdictionaryforkids.com) and [harcourtschools.com/glossary/science](http://harcourtschools.com/glossary/science)) Next the teacher invited ELLs to work independently to infer meaning of new words. The New York State Standards for English Language Arts and the State Standards for English as a Second Language along with their key indicators of performance serve as the basis for our ESL instruction. The small group Pull-Out classes benefit the ELLs not only in terms of language acquisition skills, but socially, as well, by providing an opportunity for the ELL to interact and learn from other LEP students. The sense of camaraderie and support that often results increases the sense of belonging of ELLs as well as their motivation to learn. The ESL teacher works closely with content area teachers in delivering service. Each teacher understands and values the role of the other and works together for the benefit of ELLs. By conferring with the content area teacher, the ESL teacher pinpoints with greater accuracy the needs of the ELLs in that class and can develop appropriate strategies to meet those needs. From the ESL teacher, content area teachers gain greater insight into the special needs of ELLs, as well the possible influences of culture on learning. They will often adjust their instruction to better address such differences. Beginner to Intermediate students are seen for eight, 45 minute periods per week. Advanced students are seen for four 45 minute periods a week. Students are grouped heterogeneously according to grade level with the exception of a combined kinder and first mixed level group.

In the case of ELL-SWDs whose IEP mandates bilingual instruction, the school's IEP team will meet with the parent to explain exactly what our school offers "Free Standing ESL" and to explain the benefits to the child of transferring to a Transitional Bilingual or Dual Language program. The child's regular teacher and the ESL teacher would be present to assist in explaining these benefits to the parent, and to explain why the services offered by our program would not address the child's needs as effectively. Evidence of the child's current work would also be shared in support of the idea of transferring the child to a more suitable program.

Our school provides a number of ways to maximize the time ELL-SWD's spend with their non-disabled peers. With the exception of one student, all of our ELL-SWD's are in CTT classes which means that they spend time with their non-disabled peers the entire day. In cases of ELL's who are exclusively in special ed classes (non-CTT), these ELLs attend daily lunch and recess with their non-disabled peers, they participate in assemblies and special events: field trips and the annual field day with their non-disabled peers.

Here are some of the measures that we propose to meet the needs of SIFE students who may enroll here at PS 106 (currently there are no ELL's that are SIFE enrolled in our school): During the first month following admission, SIFE's enrolled at our school will be assessed by the ESL teacher in conjunction with classroom teacher to determine academic levels of SIFE's, to identify gaps and areas of special need. In addition to providing scaffolding and differentiated instruction to SIFE students, the ESL teacher will provide supplemental materials and texts for the homeroom teacher to use with SIFE and confer with homeroom teacher on a weekly basis to evaluate progress and review

## A. Programming and Scheduling Information

effectiveness of interventions. Staff meetings will include discussion/topic of SIFEs in an ongoing fashion (who are they?/ characteristics, special needs created by interrupted formal education, and effective strategies to use with SIFE's) and problem solve SIFE related issues. We will also explore ideas on how to make PS 106 especially welcoming to SIFEs. Teachers at PS 106 already use a buddy system for new ELLs pairing them with advanced or proficient ELLs who speak the newcomer's first language. This approach could also be used with SIFEs. ESL teacher in conjunction with resource room teacher will make lower level texts available to teachers of SIFEs to complement grade level texts. ESL teacher will also conduct ongoing research on materials (software, texts in first language, assessment tools) that would be useful in working with SIFEs For example, identify companies that publish bilingual textbooks in different languages. We can add to our library textbooks in Spanish (and other languages) at the different grade levels. Our ESL teacher, Mr. Lazarus, who is also bilingual, can provide some instruction in L1 (native language) to Spanish speaking SIFEs'. (Given the large number of Spanish speaking ELL's in our school, it is safe to assume that the majority of SIFE's attending our school would be Spanish speaking. In cases where the SIFE spoke a language other than Spanish, ESL teacher would also initiate contact with staff at DOE's interpreting service line to identify staff who speak the SIFE's first language (L1). We would contact schools in our area that are already servicing SIFEs to learn from their experiences and possibly secure additional resources.

Plan for ELLs in School less than 3 years/Newcomers: We will continue to explore and implement new ways to create an ELL-Friendly environment both in and outside of the classroom. One of the ways we will do this is to devote more of our professional development time (and in more informal get togethers i.e. 'lunch and learn') to learn about the needs of ELLs and the kinds of practices that will make our school environment more ELL-Friendly. For example, in learning about the "Stages of Second Language Development", teachers will come to understand that it is perfectly normal for an ELL in the preproduction stage of language development to go through a silent, non-speaking stage, thus the importance of implementing teaching strategies that allow ELLs to use gestures or movement to show comprehension, or to have choral rather than individual read-alouds. Of course, we will continue to broaden and build on our teachers' expertise in the use of differentiated instruction especially as it pertains to ELLs. During these sessions, teachers will also share their impressions on how they feel 'newcomers' are adjusting and also exchange ideas on how to be more supportive. Most content area teachers have been implementing many of these ideas. They have also been instrumental in facilitating relationship building between ELLs and their peers. These efforts will be affirmed and highlighted in more formal ways as a model for other other teachers to follow. We will also explore ways of increasing the involvement of parents of Ells who are new to our school. Although language (and at times cultural differences) tend to inhibit some parents, we are looking at ways to encourage involvement that would not require a lot of verbal communication. We will also look into procuring more materials (pamphlets, brochures with subjects of interest) in the language spoken by our ELLs' parents. Where possible, we will also try to facilitate relationship building ('buddy system') between the new parent and parent from the same country who is more experienced and also bilingual. The ESL Teacher along with the guidance counselor and parent coordinator will confer on a more regular basis to assess needs and progress of newcomers, and to schedule special events for ELLs i.e. welcome luncheon, ELLs club (support group), promoting cultural sensitivity in the school. In order to prepare for ELA testing (which is now required after 1st year) we will devote at least 2 periods per week on test preparation, i.e. teach test specific vocabulary, model test taking strategies, use texts from sample tests to teach language usage, editing and reading comprehension, develop and expand students vocabulary with weekly lists to memorize and weekly tests, build reading stamina by assigning weekly reading assignments.

Plan for Ells in School 4-6 years

ELLs who have been receiving ESL services at our school for 4-6 years are usually well adjusted to academic life and able to perform at or above grade level. Nevertheless, they need to be closely monitored. Ongoing support is critical. Some of these ELLs at times find themselves unable to get beyond certain levels of proficiency. We must identify our students' 'blind spots' areas where fossilization of incorrect language usage has occurred in speaking and/or writing. To this end, the school will procure assessment tools especially geared for ELLs that will enable us to pinpoint more accurately these areas of need, and also help to develop appropriate action plans. Content area teachers will expand their usage of ELL related resources and materials that are provided during professional development, as well as strategies specifically designed for ELLs that are suggested in our Teacher's editions. Experienced ELLs are a great resource and have a lot to offer newcomers to our school. Even though, they have been tapped in the past to help newcomers, a more concentrated effort will be made to have ELLs partner with newcomers to share their hard earned wisdom and knowledge. Plan for ELLs in School Over 6 years:

We will pay greater attention to ELL's who have had to stay beyond the maximum six years with us due to repeating a grade. In these cases, the school will take a more comprehensive approach, i.e. conduct 'case' study meetings to evaluate student's progress and needs wholistically. Participating in such meetings will be the school guidance counselor, social worker, parent coordinator, homeroom teacher, and ESL teacher and parent(s) to discuss all aspects of students life including: conditions in the home, social skills, relationship with peers, academic needs, behavior, developmental issues, etc. We will attempt to ascertain/uncover any needs or problems that may be impacting progress that have not been addressed previously. It may simply be the need for a more concerted effort on the part of the staff. From this

## A. Programming and Scheduling Information

meeting(s) an action plan will be developed to address the needs that have been assessed and to provide ongoing help and assessment to the student. Follow up meetings will be held to discuss progress or any further obstacles to progress. Plan for ELL Special Needs Currently, we have four ELLs with special needs. These ELLs do receive the needed services (i.e. speech therapy, counseling). Our content area teachers and ESL teacher have considerable experience in recognizing students that may have special needs (learning differences, speech development, etc.) Continued efforts will be made to provide ongoing training in identifying and teaching ELL's with special needs. We will explore using in house staff, as well as outside consultants to provide training in special methodologies used in working with ELL's with special needs. This training will also serve as a forum to discuss ongoing issues, challenges that we face and to answer questions. The current protocol will continue to be used in identifying special needs students who have not been identified as such upon enrollment. ESL teacher (after consultation with home room teacher) will approach school social worker to discuss observations regarding a possible candidate for special services. Social work staff will conduct their own observation of ELL and recommend contacting parents if their own observations concur with teachers. ESL teacher invites parent to a meeting with social work staff, wherein these observations are shared and recommendation is made for an evaluation. If parent is agreeable, then a formal evaluation is scheduled with services to follow when the evaluation concludes. Services of the Translation and Interpretation Unit of the Department Education will be fully utilized as needed whether to provide oral interpretation during meetings will parents and/or to make recommendations regarding further language resources and materials.

### 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	Ours is an ESL Pus			
Social Studies:				
Math:				
Science:				

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

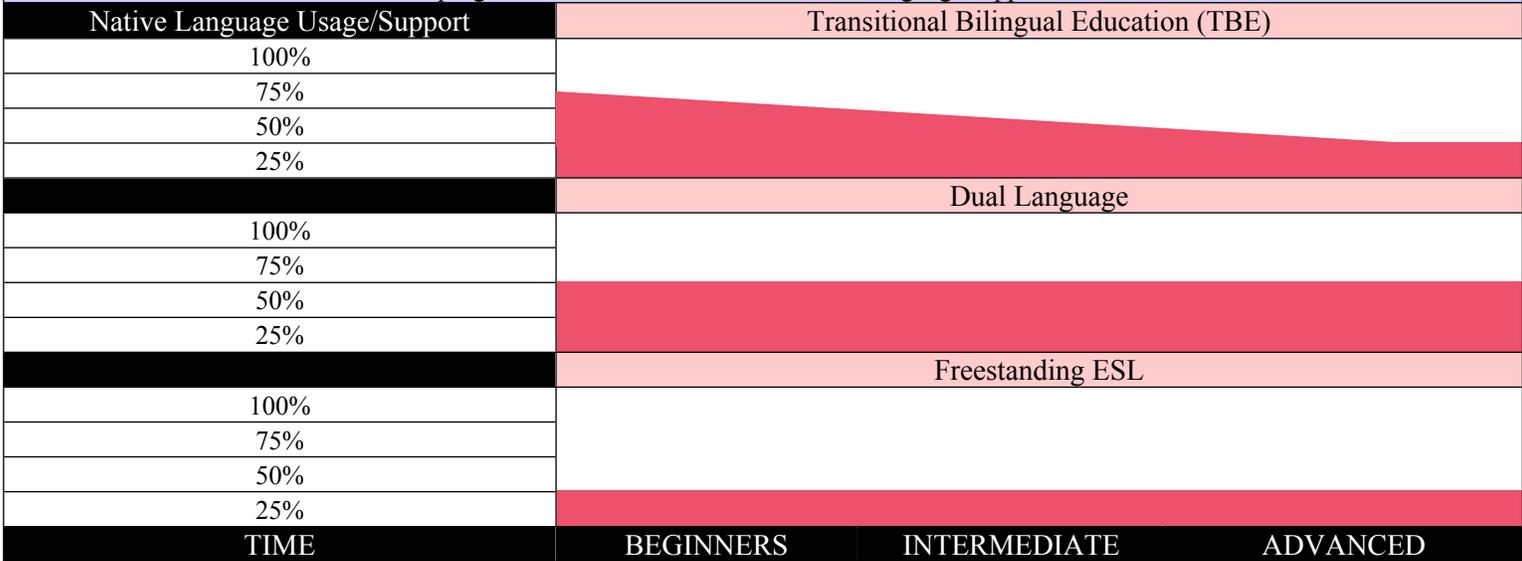
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

**Native Language Usage and Supports**

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



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

## 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?

### Intervention Programs for ELLs (AIS)

Our plan for academic intervention for ELLs will continue in its current format. The ESL teacher provides sheltered /scaffolding instruction to all ELLs. For ELLs who are experiencing special difficulties, Mr. Lazarus provides one on one assessment and tutoring to target specific areas of need. To more effectively address areas where ELLs are struggling, Mr. Lazarus will often co-teach with the content area teacher providing the scaffolding necessary to address difficult subject matter. Content area teachers will continue to receive professional development in differentiated instruction. Cluster Language Arts teacher and AIS teachers are also available to assist the ELL on a needs basis and to make recommendations. Transitional Student Support Plan Currently, we have 5 ELLs in transition. These are students who scored "proficient" on the NYSESLAT within the past two years. Having scored "proficient" they no longer require mandated ESL services. However, ongoing support is offered as needed. The ESL teacher confers on a monthly basis with the homeroom teacher of these former ELLs to discuss their progress and to address any areas where continued help might be advisable. If a serious need becomes apparent (ie repeated failures in a subject or a lack motivation), the ESL instructor will make arrangements to provide intervention and instruction. In a more informal fashion, the ESL teacher routinely visits these students to observe their work in the classroom and to discuss student's personal view of their progress. In addition, the ESL teacher maintains an 'open door' policy with former ELLs. They know that they can request to see the ESL teacher at any time for additional help (sheltered instruction) or for support in adjusting to their new status as former ELLs.

**Future Plans for ELL Programs**The current ESL program model (Pull-Out / Push-In) with one teacher is more than adequate to meet our current needs. Should the ELL population increase dramatically in the near future, serious consideration will be given to expanding staff (hiring new teachers) and even introducing new services. Such considerations may not be that far off however, Far Rockaway is a growing community. New housing developments are springing up at a rapid pace. These developments are occurring fairly close to the school and will continue to do so in the years to come. Immigrants from the Middle East (especially), Latin America and Asia continue to move into the area at a steady rate.  
**Equal Access to all Programs**ELLs have equal access to all programs and support services offered here at PS 106. And they are well represented in most of them. We have ELLs taking part in after school programs that offer extracurricular subjects like learning to play an instrument (i.e. keyboards and drums), dance, sewing and martial arts, etc. ELLs also take part in our extended day classes, which provide remedial help. We have ELLs receiving speech therapy and occupational therapy, as well as counseling. We also provide information to the parents of our ELLs about upcoming events at our school, about community resources (i.e. adult education classes), and special events. Ms. Frazier, our parent coordinator and Mr. Lazarus, our ESL teacher will continue to explore new ways to make our communication with ELLs and their parents even more effective, in order to insure even greater participation and continued equal access to programs.  
**Instructional Materials**Most of the instructional materials that we currently use (i.e. Core Knowledge and Houghton Mifflin texts) provide materials and instructions for differentiated instruction and for use with ELLs. In addition, the ESL teacher keeps a library of supplementary ESL related materials (workbooks, textbooks, bilingual stories, etc; as well as books and materials on ESL teaching methodology and best practices). For the future, we hope to purchase ESL related software (like Rosetta Stone and Cornerstone) that students can use both in the classroom and at home.  
**Native Language Support**Native Language support will continue to be provided in the form of native language and bilingual brochures, pamphlets, workshop videos (for parents); bilingual stories and texts for students. Special effort will be made to secure bilingual stories and texts in French Creole and Middle Eastern dialects (i.e. Pashto, Farsi). We will continue to utilize the services of the Translation and Interpretation Unit (DOE) as needed. Likewise, we will continue to recommend the services of agencies like Dial-a-Teacher to our parents. We will also attempt to recruit parents (especially from Arab countries) who can serve as volunteer translators and interpreters for other parents and who might assist us with outreach.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

Due to our school size and the number of ELL's, we have only one ESL teacher, Mr. Lazarus. Some professional development addressing the needs of ELLs ie differentiated instruction are provided by the school to our special education teachers, common branches teacher and paraprofessionals. Our speech therapist attends professional development workshops for therapists that routinely offer ESL related methodologies. Our ESL teacher also attends meetings at the district office and special training events at locations recommended by the district office for, ie Long Island University workshop on preparing ELLs for the NYSESLAT. Since we are a Core Knowledge School teachers at PS 106 meet with their grade level colleagues on Thursdays after school for curriculum planning or staff development. This is an opportunity for informal, peer to peer development. The ESL teacher is available at those times to discuss issues related to ELL's in the regular classroom, recommend possible strategies to address needs and provide helpful information on Topics like the Stages of Language Development of ELLs.

Former ELLs, attending middle school are contacted by phone and encouraged to stay in touch. The guidance counselor, Amy Larsen, maintains a file on the Ells new schools. ELLs are invited back to the school for special events. ELLs are encouraged to contact Mr. Lazarus, the ELL instructor by phone or to come by at the end of the school day to meet. If a student is struggling with any subject area, Mr. Lazarus and Ms. Frazier, parent coordinator, will also recommend community resources that may be of help.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parental involvement is strongly encouraged in our school. The ELL teacher, Mr. Lazarus works closely with the Parent Coordinator, Paula Frazier in reaching out to parents of ELL's. Community agencies like Peninsula Hospital, Cornell University, the Kelly Ann Dance Group and others have partnered with PS 106 to provide workshops in Breast Cancer Awareness, Bullying, Proper Nutrition, etc. Ms. Frazier herself conducts a workshop for parents on using ARIS to help parents access their children's test results, interpret scores and use tutorial problems and instruction provided by Aris. Prior to presenting these workshops, at the beginning of the school year, the parent coordinate gives the parents a survey (written) to indicate their preferences in terms of types of workshops, most convenient times, etc. Parents are also encouraged by classroom teachers, support staff and Ms. Frazier to participate in the PTA. Parents receive copies of the school newsletter informing them of upcoming events and opportunities for further involvement. Parents are encouraged to visit the Parent Coordinator and the ESL teacher whenever they have questions. Where language is an issue the DOE Translation and Interpretation unit is used to help to explain information to parents. Parents are contacted by phone. Parents are invited regularly to attend school events, ie assemblies, holiday presentations, PTA meetings, etc. The ELL instructor keeps parents abreast of their child's progress and behavior both formally (ie Parent Teacher conferences) and informally (ie phone and in person during morning drop off and end of the day pick up) . Information concerning parents' needs, issues and concerns are also shared and discussed with homeroom teachers, and other staff as deemed necessary. Most of this communication takes place on a daily basis. The Translation and Interpretation Services is also used if necessary.

## 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)	4	3	0	0	0	0								7
Intermediate(I)	0	1	3	3	0	0								7
Advanced (A)	0	0	2	0	2	0								4
Total	4	4	5	3	2	0	0	0	0	0	0	0	0	18

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>			2		2								
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		0			0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2						2
4			0						0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

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

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

Paste response to questions 1-6 here

Several Assessment tools are used to early literacy skills of ELLs including: Reading Record Analysis, NYSESLAT scores, LAB-R scores,

ELL Interim Assessments, ELE and Spanish LAB scores, Acuity Interim Assessments, Subject area test and quizzes, Portfolios, teacher observations based on ELLs oral participation in Class. Patterns across proficiency levels reveal that ELLs are progressing in a logical expected manner, ie the more years of service in our school, the more ELLs tend to progress from lower to higher levels of proficiency. This progression is more pronounced in Listening and Speaking, but also applies (less dramatically) in Reading and Writing. For most ELLs, reading and writing are the last areas in which full proficiency is achieved, with writing being the more challenging of the two. These conclusions are supported upon analyzing the data in the Listening / Speaking and Reading / Writing modalities. We see that in Listening and Speaking (L&S) Those with less time in the program (mostly kindergartners) scored at a Beginners level. However some kindergartners did score Proficient (by students who came to our program with more fluency in the language). Those who completed one or more years in the program begin to show improvement fairly quickly. First graders score at the Intermediate and Proficient levels; second graders score at the Advanced and Proficient levels, while Fifth graders all scored Proficient. In the Reading and Writing modality, we see a similar pattern of growth but less dramatically. Kinder and Second and a couple of fifth graders Scored at the Beginners level (note: two of our fifth graders are very recent admissions to our school). Our third grade ELLs scored at the Intermediate level. Those fifth graders who were in our program the longest scored at the Advanced levels in Reading and Writing. As stated above, those who entered our program for the first time last year, scored at the Beginning level for Reading and Writing. It is interesting to note that no one scored at the Proficient level in this modality compared to the large number of ELLs that scored Proficient in Listening and Speaking. Clearly these findings are showing the need to target the instruction of reading and writing more aggressively. These findings will be shared and discussed with all staff servicing our ELLs. We will discuss ways to integrate reading and writing more consistantly across the curriculum. Some of these strategies will include building reading stamina, modeling ways to do higher order thinking while reading a text (drawing conclusions, predicting, etc). More bilingual stories and texts will be introduced. Students will be taught reading and writing through the use of realia and by writing about their personal experiences (Learning Experience Approach). Periodic assessments are well utilized at our school. We use them to identify the readiness of our students, but more importantly to identify areas of weakness. These results are shared individually with students. Students will collaborate with teachers in setting goals / contracting to improve in weak areas. Students will also collaborate in determining appropriate learning and studying strategies to improve.

### 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:** PS 106Q

**School DBN:** 27Q106

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcella M. Sills	Principal		12/19/11
Tonya West	Assistant Principal		12/19/11
Paula Frazier	Parent Coordinator		12/19/11
Carlos Lazarus	ESL Teacher		12/19/11

School Name: PS 106Q

School DBN: 27Q106

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wendy Pratt	Parent		12/19/11
Wendy Boyd	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		
Rosalie Isola	Coach		12/19/11
	Coach		
Amy Larsen	Guidance Counselor		12/19/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q106      **School Name:** PS 106Q

**Cluster:** 2      **Network:** 212

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

**Part A: Needs Assessment Findings**

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

Upon enrollment, if a parent(s) appears to have difficulty communicating in English, the pupil accounting secretary will show the parent(s) a copy of the DOE's Language Identification Guide. The parent will identify his/her home language by pointing to the the corresponding language on the Language Identification Guide. The secretary will immediately notify our school's ESL coordinator of the parent's presence. The secretary will provide the parent with downloaded DOE registration information in the home language (if the home language is one of the top nine languages for which translations are available). The ESL coordinator or a trained pedagogue will then meet with the parent(s) to interview and assist the parent in filling out the Home Language Survey. The pedagogue conducting the interview will contact Translation and Interpretation Services to provide additional help and clarification if needed. The data gathered on the Home Language Survey is used to determine written and oral translation needs of our parents. In addition to reviewing the HLIS, our ESL Teacher conducts a brief informal survey of the students. Students in each class surveyed by the ESL teacher are asked if their parents have difficulties understanding English and (especially) reading English; particularly when notes or flyers are sent home. Students who answered yes were then asked to confirm home language. The ESL teacher discussed findings with the classroom teacher and provides information on Translation/Interpretation Services (as well as Homework Help info in the languages identified) so that the teacher may access these services in order to have messages translated into the students' home language.

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.

Based on the Home Language Survey, informal survey (see response to 1) and ongoing contacts with parents, our findings regarding the written and oral interpretation needs are that 20% of our parents have written translation or oral interpretation needs. Two thirds of these parents are from Hispanic households. The remainder are from Arabic, African, Haitian, Polish and Asian households. (LEP students eligible for ESL services form 5.64% of the total student population. That is to say that roughly 94% of our student population is English proficient.)

## **Part B: Strategies and Activities**

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

All of our Spanish translation services will be done in-house primarily through the ESL Coordinator who is fluent in Spanish (oral and written). Two teachers, a part time social worker and an aide will provide additional back up in Spanish. We also have one teacher and two aides who are fluent in Haitian Creole and can provide assistance with Haitian Creole. For the remaining parents our school will provide written translations through DOE's Translation and Interpretation Unit. The ESL teacher will submit documents to be translated for the ESL program using the Translation Request form provided by the T&I unit. He will also provide the regular classroom teachers with information on how to use the T&I unit for their own classroom materials/notices and communication with parents. To insure that documents are translated and given to parents in a timely manner, planning meetings will be held early in the year to discuss upcoming events and identify documents requiring translation. Staff will then be able to comply with the T&I unit's requirement that translation requests be submitted 3-4 weeks in advance.

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.

As in the case of translation services, oral interpretation services for Spanish speaking parents and parents who speak Haitian Creole will be handled primarily in-house. Most of our Spanish speaking and Haitian parents are acquainted with the staff who speak their language. The Language Identification Card provided by the DOE Translation and Interpretation unit will be distributed to all parents who speak a language other than English. This card allows parents to identify their home language. It also provides a phone number (718-752-7373) to the Interpretation unit to obtain over the phone interpretation services while interacting with the school. For school events where an in-house interpreter is not available in a specific language, the school will request an interpreter for for a specific date (ie parent teacher conferences or parent orientation). A copy of the Language Identification Guide will be given to security at the front desk and to all teachers to help them ascertain the home language of parents who do not speak English. The ESL Coordinator and the Parent Coordinator will explore the possibility

of forming a group of parent volunteers who are bilingual (English and other home language spoken at school). Our school will also make available to parents homework help information such as Dial-a-Teacher where help is available in the home language of the parent.

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

In order to be in compliance with Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, our school keeps updated records on our parents' home language through information obtained on the Home Language Survey. This information is posted and readily available on ATS and on the blue emergency card. Thus we are able to determine if a parent will need assistance in communicating with our school and can make the necessary arrangements with the Translation and Interpretation Services when such services are not available in-house as in the case of parents who speak a language other than Spanish or Haitian Creole.

PS 106 will also insure that parents are fully informed of services available to them like the T&I unit and related services by posting this information in places of high visibility within the building. Parents who speak languages other than English will receive translations of documents containing important information, ie all documents that are sent to English speaking parents. This includes information on school programs and policy, on school workshops and events, on issues related to health, discipline and safety; as well as academics.

Parents will also receive translations of important DOE documents and letters to parents such as the Parent's Bill of Rights.

The ESL coordinator will be responsible for insuring that non-English speaking parents are provided with these 'tools' that will enable them to participate more actively in academic life and progress of their children.