



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

SENATOR ABRAHAM BERNSTEIN, PS 105

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

11/BRONX/PUBLIC SCHOOL 105 – 11X1-5

PRINCIPAL: CHRISTOPHER EUSTACE

EMAIL: CEUSTACE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Christopher Eustace	*Principal or Designee	
Elsie Sanchez	*UFT Chapter Leader or Designee	
Cheryl Boodram	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maggie Horgan	Member/Teacher	
Anna Cheina	Member/Teacher	
Elizabeth Ferri	Member/Teacher	
Margarita Delgado	Member/Parent	
Marxia Brea-Jarvis	Member/Parent	
Jelitza Colon	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - **Results of interim assessments**
 - **Results of thematic Post-assessments**
 - **Results of teacher generated assessments**
 - **2012-2013 New York City Progress Report**
- d) timeline for implementation.
 - **2012 -2013 School Year**

Budget and resource 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.

Tax Levy **X** Title IA Title IIA **X** Title III Set Aside Grants Other-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).
 - **After School per-session – at-risk students for grades 1-3 and all students grades 4-5 to improve overall student performance in ELA and Math (Title IA GK28D)**
 - **Saturday Academy – Beginner and Intermediate English Language Learners (Title III GL20I)**
 - PF Expanded Learning Time
 - PF Parent Engagement

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - **Grade- Level checklist that outlines all Primary and Secondary CCLS for every inter-disciplinary thematic unit.**
 - **Comparative data analysis from every unit Pre & Post Assessment.**
 - **Informal and Formal observation reports, tracking progress of grade level CCLS.**
- d) timeline for implementation.
 - **2012-2013 School Year**

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 - Tax Levy
 - Title IA
 - Title IIA
 - Title III
 - Set Aside
 - Grants
 - Other-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).
 - **Professional Development (Title I GJU5J) – creation and monitoring of grade level assessments, creation of pre and post assessments**
 - **PF Common Core State Standards**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
 - **Ensure that across subjects, curricula is rigorous and aligned to state standards that result in the promotion of higher order thinking skills. (page 4 – Quality Review)**
 - **Continue to develop teacher practice to foster academic rigorous instruction that meets the needs of all learners. (page 4 – Quality Review)**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

x _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - **To improve overall student performance in grades 3, 4 & 5 and progress in grades 4 and 5 in English Language Arts, for all Students with Disabilities on the 2013 New York State English Language Arts Assessment.**
 - **Effective Annual Measurable Objective on the 2013 New York State English Language Arts Assessment for all Students with Disabilities will increase from 96 to a minimum of 106 as measured by the New York State School Report Card.**
 - **The percentage of Students with Disabilities performing at proficiency level on the New York State English Language Arts Assessment, as measured in the New York City 2012-2013 Progress Report will increase as follows:**
 - **Percentage of Self-Contained Students will increase from 9.6% to a minimum of 12.5%.**
 - **Percentage of CTT students will increase from 24.1% to a minimum of 27.6%.**
 - **Percentage of SETSS students will increase from 22.2% to a minimum of 26.0%.**
 - **Percent of Students with Disabilities demonstrating growth that meets or exceeds the 75th percentile on the New York State English Language Arts Assessment will increase from 50.0% to at least 52.0%, as measured in the New York City 2012-2013 Progress Report.**

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,
 - **Utilizing 150 minute instructional time to provide targeted, data-driven, small group instruction for all Limited English Proficient Students and Students with Disabilities.**
 - **Provide daily push-in services to Students with Disabilities, provided by a licensed SE teacher, that are above and beyond mandated IEP services.**
 - **Purchased additional materials in English Language Arts which focus on providing skill and strategy instruction to Students with Disabilities.**
 - **Invite Students with Disabilities to the English Language Arts after-school program commencing in November 2012 through April 2013.**
 - **Provide out-of-school Professional Development opportunities for teachers of Students with Disabilities.**
 - **Grade Level Inquiry Teams focusing on specific instructional strategies for Students with Disabilities.**
 - **Individual teacher conferences three times a year to discuss data and progress of students in class as well as next steps to take**
 - **Grade wide data conferences a few times a year to discuss data and progress of students in grade as well as next steps take**
 - b) key personnel and other resources used to implement these strategies/activities,
 - **Classroom teachers, Literacy Coaches, Math Coaches, AIS Support, RTI, Administrative Team, Data Specialist**
 - **Please refer to AIS Services pages 13 -15**
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - **2012-2013 New York State School Report Card**
 - **2012-2013 New York City Progress Report**
 - **Results of interim assessments**
 - **Results of teacher generated assessments**
 - d) timeline for implementation
 - **2012-2013 school year**

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-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).
 - **Push-In Services for students with disabilities and English Language Learners**
 - **After School per-session – at-risk students for grades 1-3 and all students grades 4-5 to improve overall student performance in ELA and Math (Title IA GK28D)**
 - **Saturday Academy – Beginner and Intermediate English Language Learners (Title III GL20I)**
 - **Supplies for After School Per-Session (Title I UIAA)**
 - **PF Academic Intervention Services**

- **PF Expanded Learning Time**

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - o **Attendance rosters, agendas and lesson planning materials will indicate articulation during common planning periods and professional development periods.**
 - o **Teachers will demonstrate progression in selected components in each of the four domains.**
- d) timeline for implementation.
 - o **2012-2013 School Year**

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 - **Professional Development (Title I GJU5J)**
 - **Push-In Services**
 - **PF Supporting Great Teachers and Leaders**

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - **Results of teacher-made pre and post assessments focusing on English Language Arts skills, strategies and the NYSCCLS.**
 - **Results of Math unit assessments focusing on secured goals and the NYS CCLS.**
 - **2012-2013 New York City Progress Report.**
 - **Results of thematic unit pre & post assessments, aligned to the NYSCCLS.**
- d) timeline for implementation
 - **2012-2013 School Year**

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 - **Saturday Academy – Beginner and Intermediate English Language Learners (Title III GL20I)**
 - **PF Expanded Learning Time**
 - **PF Academic Intervention Services**

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	<ul style="list-style-type: none"> • <u>Tier III/RTI</u> – is an intense academic intervention layer/tier focused on identifying and providing the delivery of services to at-risk students who have not had academic success with other traditional interventions • <u>Tier III</u> – consists of research based instruction and interventions and constant progress monitoring. It examines the results (data) in a group setting (CST) to assist in making educational decisions for the at-risk child • <u>Kaplan Advantage</u> – consists of 5 units to support literacy instruction, re-teaches content, supports ELL’s, and provides extension for high performing students; includes Test Companion component to help students build their test-taking skills and strategies • <u>Preparing for Excellence</u> - is designed to support the regular classroom instruction by zeroing in on skills that will make students successful; lessons divided into 2 parts - Reading Comprehension and Writing 	<ul style="list-style-type: none"> • one on one • small group • small group and whole class • small group • small group 	<ul style="list-style-type: none"> • during day • during day • during day • after school • during day

	<ul style="list-style-type: none"> • <u>Target Reading Intervention</u> - provides students with practice in reading strategies and skills to build their comprehension and fluency • <u>100 Book Challenge</u> - an independent reading program that allows children to build stamina, decoding skills, reading comprehension, and fluency on their own level and at their own pace; promotes a love of reading • <u>Early Success</u> – an intervention program that uses a variety of supportive instructional systems to teach reading and writing • <u>Fletcher’s Place</u> (Grade K) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence • <u>Reading Revolution</u> (Grade 1) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence • <u>Awards</u> – a program that builds language, phonics, and vocabulary skills • <u>Fundations</u> (Grades K-2) - a step by step, phonics-based program designed to teach and support decoding, fluency, letter formation, and vocabulary through the use of visual aides and hands-on materials • <u>Wilson</u> - a step by step, phonics-based program designed to teach and support decoding, fluency, and vocabulary through the use of visual aides and hands-on materials • <u>Words Their Way</u> - a phonics-based 	<ul style="list-style-type: none"> • whole class, one on one conferences • small group • small group and whole class • small group and whole class • small group • small group • small group • small group • small group and whole class • small group and whole class 	<ul style="list-style-type: none"> • during day
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	<p>program designed to teach and boost decoding skills through the use of games, visual aides, and hands-on materials</p> <ul style="list-style-type: none"> • <u>Time for Kids</u> – a supplementary reading program that uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process • <u>Time for Kids Exploring Writing</u> – a supplementary writing program to teach and support writing skills in both fiction and non-fiction through the use of high – interest reading • <u>Showtime Reading</u> – explicit instruction on key strategies and skills students need to build a solid foundation that correlate to the CCLS 	<ul style="list-style-type: none"> • small group 	<ul style="list-style-type: none"> • during day
<p>Mathematics</p>	<ul style="list-style-type: none"> • <u>envision Math Common Core</u> – a focused and coherent mathematics curriculum which provides in-depth instruction on a limited number of important categories of mathematics content; directly aligned to CCLS domains and content specific standards and clusters; contains problem solving and differentiation materials embedded within each topic covered • <u>Crosswalk Coach</u> – supplemental test prep material geared at remediating problem areas • <u>Mastering the Standards in Mathematics</u> - supplemental test prep material geared at remediating problem areas • <u>Common Core Clinics in Mathematics</u> <u>Number, Operations & Algebraic Thinking</u> <u>Measurement, Data &</u> 	<ul style="list-style-type: none"> • whole class and small group • whole class and small group • whole class and small group • small group • small group 	<ul style="list-style-type: none"> • during day • during day • during day • after school • during day

	<p><u>Geometry</u> – supplemental material geared towards encouraging a deeper level of critical thinking and problem solving</p> <ul style="list-style-type: none"> • <u>Coach</u> - is designed to reinforce math strands from New York State standards • <u>Math Connects</u> – a supplementary program that is designed to support math instruction and provide opportunities for re-teaching • <u>Finish Line</u> – a supplementary program that is designed to support math instruction and provide opportunities for re-teaching • <u>Math in Focus</u> – a supplementary program to support math instruction; with a focus on more traditionally-based methods 	<ul style="list-style-type: none"> • small group • small group • small group 	<ul style="list-style-type: none"> • during day • during day • during day
Science	<ul style="list-style-type: none"> • <u>Time for Kids</u> uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process 	<ul style="list-style-type: none"> • whole class and small group 	<ul style="list-style-type: none"> • during day
Social Studies	<ul style="list-style-type: none"> • <u>Time for Kids</u> uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process 	<ul style="list-style-type: none"> • whole class and small group 	<ul style="list-style-type: none"> • during day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • <u>Advisory</u> - character education and anti-bullying • <u>Lunch Room Conflict Resolution</u> • <u>Guidance Assembly</u> • <u>Respect for All Week</u> • <u>Group Counseling</u> - character education • <u>Individual Counseling</u> - varies based on individual needs • <u>Second Step</u> – anti-violence/character education program that utilizes visuals and 	<ul style="list-style-type: none"> • whole group • small group • whole school • Whole school • small group • one on one • whole class 	<ul style="list-style-type: none"> • during day

	role playing to help children learn to deal with their emotions		
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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.

- As of now, the faculty members are HQT.
- In new efforts to hire HQT, the same interview questions are used for each prospective teacher. A panel that consists of teachers, coaches and administrators carefully reviews each candidate's portfolio.
- Newly-hired teachers are appointed a mentor and are provided with a support system in each grade.
- Newly-hired teachers as well as all staff are invited to attend a weekly Teacher Support Academy.
- At the end of each academic year, class and teacher data is closely analyzed prior to teachers' assignment for the new school year.
- Weekly Professional Development Sessions are conducted on each grade based on the needs of that grade.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

The ELL Identification Process

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	2	2	1	0	0								6
Push-In	3	5	5	7	8	8								36
Total	4	7	7	8	8	8	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	3	0	2	2	1								8
Other	3	2	5	0	2	0								12
TOTAL	36	68	63	50	55	54	0	326						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

See below

Question 1

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

Question 2

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

Question 3

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

A. Programming and Scheduling Information

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

Question: 4

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

Question 5

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

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

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

Question 6

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

Question 7

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

Courses Taught in Languages Other than English

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

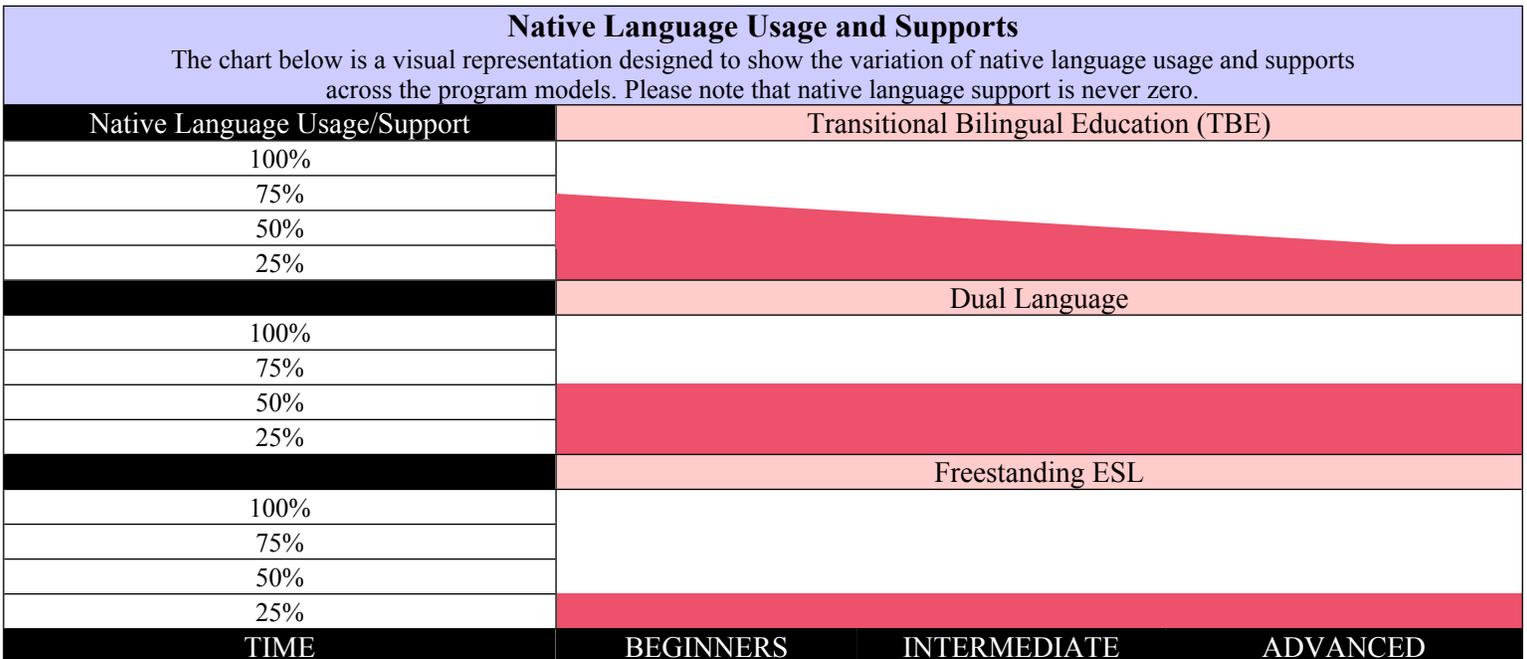
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Social Studies:	0
Math:	0
Science:	0

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

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



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?

Paste response to questions 8-17 here

Question 8

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

Questions 9-12

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

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

Question 13

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

the ESL Team.

Questions 14-15

In order to support ELLs, glossaries, direct translation dictionaries in various languages and Spanish translated testing materials in mathematics and science are used during school year to support ELLs. Native language support is offered by a certified Biligual Teacher during mathematics instruction in grade 4. All instructional materials are grade specific and age appropriate. ELLs students are taught using content area materials at their grade level. In order to support students with various learning abilities and needs, leveled materials in literacy across genres are used during small group differentiated instruction. In mathematics, students are taught grade level content using grade appropriate Everyday Mathematics Program and during differentiation students are grouped to meet their individual needs. All other content areas are age and grade level appropriate and presented using shared and read alouds in order to support students at different instructional levels.

Questions 16-17

At the present time, our school does not offer any activities before the beginning of the school year. Historically, funding permitting our ELLs including ELL-SWD that are not mandated to attend summer school are invited to summer school enrichment program. The goal of the program is to develop English language proficiency, focusing on oral language and vocabulary development; in addition to math support.

In our elementary school setting, language electives are not offered as part of our instructional program, however, once a week as part of our extended time, students participate in club activities in which Italian and Spanish language instruction has been offered, based on students' choices.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support

All teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions at school, Network and at NYCBOE sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to effectively implement ESL strategies with ELLs. The hours of training are achieved during our after-school New Teacher Academy and during grade-specific Professional Development periods. The goal is to train teachers on the best practices for the teaching of ELLs. Specific workshop activities include: Understanding the Scaffolding Required to Support ELLs Writing, ELLs Identification Process and Stages of Language Acquisition, Text Complexity & English Learners: Building on a Foundation, Common Core-Aligned Performance Task and Differentiating Content in an Informational Text. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. Throughout the school year, Secretaries, Parent Coordinator, Assistant Principals, Guidance Counselors and ESL teachers discuss ELL identification process. Teachers are informed of the application process that students must adhere to and the various middle school open houses available during the year. In addition, our Parent Coordinator, Mrs. Ivette Morales holds a moving to the middle school workshop to assist all parents. Our fifth grade students take part on a day activity modeling the class changes that take place at the middle school level.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	17	4	0	39
4	22	20	0	0	42
5	23	27	5	0	55
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	13		25		9		0		47
4	13		23		9		1		46
5	11		29		11		3		54
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13		13		22		2		50
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Analyzing assessment data

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

In analyzing the data patterns across proficiency levels and grades on the Lab-R and NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the Intermediate, Advanced and Proficient levels. Students in grades K-1 continue to show improvement in combined modalities of listening and speaking, as they are scoring at the Advanced and Proficient levels. This can be seen on the data recorded on NYSESLAT modality analysis and overall NYSESLAT proficiency results for grade K, which represent this year's first graders. Approximately 95% of our last year's Kindergarteners taking NYSESLAT for the first time Spring 2011 demonstrated progress by scoring at intermediate and advanced proficiency levels. The overall NYSESLAT proficiency results recorded for this year's K students are based on the LAB-R administered Fall 2011. There is an almost 50/50 split of students scoring at either Beginner or Advanced levels. Grades 1-5 overall NYSESLAT proficiency results shows students scoring at Intermediate and Advanced levels and is a combination of NYSESLAT and LAB-R results. Students in grades 1-5 scoring at Beginner levels include those in the program less than three years.

In order to determine instructional decisions, the NYSESLAT modalities in listening/speaking and reading/writing are analyzed. The analysis was done by the ESL Team: Ms. DeLaCruz, Mrs. Sellberg, Mrs. Soobrattie, and Mr. Holz. The results reveal that students across all grades are performing well in listening and speaking. Many are scoring proficient and advanced in these combined modalities. In reading and writing modalities, grades 3 and 4 continue to show progress. These students are moving up a level in these combined modalities. As students move up on grade level, their combined reading and writing modalities are at intermediate and Advanced levels. Grades K-2 continue to need more support in this area as students are scoring at the Beginner and Intermediate level. However, first

grade, this year's second grade continue to show progress in reading and writing modalities. According to RNMR analysis, approximately 93% of first graders this year's second graders demonstrated progress as indicated on their final proficiency level. However, this year's first grader continues to need support as about 45% remained at the Beginner level. Some of the need for grades K-2 may be attributed to our newly enrolled ELLs in K (this year's 1st). Subsequently, as they move on to first grade they show some improvement but most remain at the beginner and intermediate level. Our second graders (this year's third) show some progress as some moved to the advanced level. However, many are scoring at intermediate level as they are tested for the first time within the 2-4 grade span on NYSESLAT. In grade 3, (this year's fourth) and grade 4 (this year's fifth), most students continue to show progress and move to the advanced level as they continue to test within the same grade span. Our last year's Fifth grade that moved on to Middle School showed great advancement. 31% of this population attained proficiency while 42% scored Advanced, 18% Intermediate and 8% Beginner level. Those scoring at the Beginner levels are in the country less than two years.

In analyzing the ECLAS-2 results, the data support the reading and writing concerns seen on the NYSESLAT for grades K-2. Although this is an area in need of improvement, overall, more than 95% of students tested with ECLAS-2 are at the target level for their specific grade. This has been an improvement from last year's results. In looking at spring 2011 ELA results there was an increase of level 1 students. This is due in part to the number of students required to take ELA within their first year in an English language school system.

In addition, there was also an increase of students scoring at level 1 in math and science also mainly due to an increase of newcomers and SIFE. Approximately, 50% of students in grades 3-5 scored among levels 2, 3, and 4 in math. In science, 50% of fourth grade students scored at levels 3 and 4.

In comparing tests taken in English versus those taken Spanish, the results of students tested in both LAB-R and Spanish LAB indicate that students in grades 1-5 scored higher in Spanish. However, in Kindergarten, a majority of them score higher in LAB-R than Spanish Lab. Content area exams are offered to students in grades 3-5 in English as well as native language. They decide which language booklet to use. Currently, the data information available does not indicate which language the student used to complete their assessment.

Our ELLs participate in all school wide assessments, and in lieu of ELL Periodic Assessments, they take part in Acuity and simulations in both ELA and Math. The Math Acuity is offered in Spanish and students speaking a lower incidence language are offered additional support by teacher to complete assessment. The assessment results are analyzed by classroom teachers, AIS providers, and ESL teachers during common planning time. The results currently reveal that ELL students need support in developing many literacy skills and strategies. However, many are developing and showing progress in math skills.

The success of our programs for ELLs is evaluated through multiple methods. Data is analyzed during common planning time and professional development periods. Current data from ELA Acuity reveal that our ELLs need strong literacy support. The item analysis prepared, provide information needed to set up differentiated groups. ELLs performed better on Math Acuity, however the item analysis also, provides information for students needing additional support on specific math skills. Subsequently, differentiated math groups are set up to meet the students' individual needs. Additionally, teachers are assessing their students through running records, conferencing, unit exams, and portfolios on a continuous basis. The information gathered to show students' progress helps in substantiating the effectiveness of programs in place for ELLs, and how and where additional support is needed.

Additional Information

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

Part VI: LAP Assurances

School Name: Senator Abraham Bernstein

School DBN: 11X105

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 532 **Network:** CFN

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Senator Abraham Bernstein	DBN: 11X105
Cluster Leader: Deborah Maldonado	Network Leader: Ben Soccodato
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 110 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Saturday Academy for ELLs

P.S. 105X is a K-5 school that provides a Freestanding English as a Second Language Program (ESL) for 298 English Language Learners, which represents 20% of our student body. We will begin our Saturday Academy program for ELLs beginning in January, 2013. It is anticipated that approximately 110 students will participate in this program. Our sessions will take place on ten (10) Saturdays, during the hours of 8:00am-12:00pm (4 hours each session). The grades serviced will be K-5 for our newcomers, SIFE as well as students that continue to score at the Beginner levels on NYSESLAT. We project that there will be six(6) groups/classes of approximately 15-20 students as well as one(1) class for parents. Our NYSESLAT results for 2011-2012 will be the basis for selecting the students for this program. Therefore, in order to accelerate language development, build background knowledge, and improve literacy skills for our ELLs, the ESL and general education teachers will meet in the morning to plan for differentiated lessons. ESL and general education teachers will team teach. The students will be grouped according to grade level and English proficiency levels as required. Each group will benefit from being taught by an ESL certified teacher and a general education teacher. The instructional focus will be developing the reader and writer through strategy based lessons using graphic organizers, lots of charting, building background knowledge and experiences, responses to literature, letter writing, visuals to stimulate discussion and studying vocabulary words.

Part C: Professional Development

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

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

Begin description here: All ESL and content area teachers of ELLs are included and participate in weekly school based professional learning period and common planning period each with 45 minutes of duration. In addition, they are invited to attend our weekly Teacher Support Academy (TSA) that meets after school on Monday for two hours. The goal is to provide teachers with tools necessary to implement good teaching practices for all students. Selected ESL teachers and or ESL Coordinator will provide staff development to participating teachers during the TSA regarding effective instructional

Part C: Professional Development

strategies for ELLs. Future sessions will include a review of Title III AMAO report and provide information about the format of the NYSESLAT exam as well as how to best prepare students for the exam. Additionally, ESL Coordinator attends professional development workshops offered by our Network (CFN) on the best teaching practices for ELLs.

Part D: Parental Engagement Activities

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

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

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

The ESL class for parents will be differentiated based on English proficiency level of the parents. We will offer the parents three levels: Beginner/survival English, literacy development and conversational English. The workshop sessions will be offered on ten (10) Saturdays from 8:00 am till 12:00 pm. Based on their levels, the parents will be taught basic communication skills, cognates, word families, sight words, oral language development emphasizing grammar rules, and basic writing skills. This program will be taught by a certified teacher. Parents will be informed of classes in the same invitation prepared for students. Additionally, an ESL teacher currently provides read aloud demonstration lessons for parents of ELLs in our K and 1 ESL Self-Contained classes during the school day. These demonstration lessons are ongoing and are at no cost to Title III.

?????

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

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