



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE PARKCHESTER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X106

PRINCIPAL: EUGENIA L. MONTALVO **EMAIL:** EMONTAL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eugenia L. Montalvo	*Principal or Designee	
Christine O'Callaghan	*UFT Chapter Leader or Designee	
Adrienne Hankerson	*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	
Jacqueline Heyward	Member/ Teacher	
Maureen Kakos	Member/ Teacher	
Christina Martz	Member/ Teacher	
Marla Smith	Member/ Teacher	
Maria Flecha	Member/ Parent	
Elaine Polanco	Member/ Parent	
Raymond Ablan	Member/Parent	
Maria Rivera	Member/ Parent	
	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students in grades 4 and 5 will show 5% increase in median adjusted growth percentile data in ELA as measured by the 2012 -2013 Progress Report.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. According to our N.Y.C. Progress Report 66.0% students reached median adjusted growth in ELA.

- Progress Report data Sy2011 – 2012
- NYC ELA Benchmark results – Fall 2011 and Spring 2012
- Teacher student assessments ELA
- Citywide ELA Units of Study

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Students will be provided with Title I ELA/Reading services via a push in/pull model. Instruction will be differentiated for students in order to address and meet their individual needs with emphasis on closing the achievement gap and making exemplary gains. Students will also be supported by providing them with additional extended time (2x a week) during the 50 minute instruction extended day program. Students will also participate in our Test Prep Enrichment/Intervention ELA extended day program and/or Saturday Academy Program. This Saturday Academy Test program will begin on January 5, 2013 and will conclude the end of April 20, 2013. Collaboration and planning is done during common prep planning time with all teachers twice a week. In addition, teachers meet every Thursday during their teacher team meetings to discuss strategies/activities that will support student learning.

The following student data will be gathered, analyzed and tracked:

- Citywide Units of Studies – ELA
- Fall and Spring ELA Benchmarks
- Student work
- DRA
- Teacher conference notes/data
- ELA unit test

In addition the following will be done:

- Conduct instructional rounds to determine school wide and grade specific areas of need in terms of rigorous CCLS-aligned curriculum and instruction in ELA
- Observe targeted teacher teams and determine areas of support which may include but are not limited to analysis of student work and literacy data
- Based on student work and data analyses, work with targeted teacher teams to refine CCLS units that include rigorous and engaging academic tasks using the Common Core Learning Standards. Webb's DOK and Hess's Cognitive Rigor Matrix.
- Identification and tracking of student data on school, grade, class, subgroup, and individual level.

Timeline: Ongoing September 2012 – June 2013

Strategies to increase parental involvement

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

1. Provide parents with ELA workshops.
2. Provide parents with Common core Learning Standards workshops.
3. Continue to provide parents with technology resources and coaching that they can use to support their children's academic needs.
4. Provide parents with additional resources that will help them support their child's learning.
5. Provide parents with workshops by incorporating Literacy through the Arts.
6. Encourage parents to attend workshops that our district UFT will be offering in ELA strategies and techniques for parents to support our children.
7. Provide parents with information on DAIL A TEACHER for homework assistance.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined, by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- A hiring committee will be established to ensure all new hired teachers are highly qualified.
- Additional professional development hours are being provided to teachers for certification purposes.
- Supervisors attend citywide hiring fairs.
- 5 – 1 Title I set aside is used to help teachers become highly qualified.
- School works with Network Human Resource Director to ensure that all non-highly qualified teachers meet all required documentation and assessment deadline.
- New and developing teachers are assigned mentors, buddy teacher and support from title I staff members.

At present all staff has been identified as highly qualified. P.S. 106 teachers continue to be highly qualified. Based on the NYS BEDS SURVEY during SY 2011 – 2012 the staff has been considered to meet their qualifications. We continue to provide staff with ongoing professional development in order to further enhance, enrich and supplement their repertoire of teaching strategies and techniques. These professional development opportunities are held three times per month, (Common Planning, Faculty Conference, Teacher Team meetings and articulation will

be provided with a focus on student work and the Common core Learning Standards.

During SY 2012 – 2013 our school is participating with The Department of Education Teacher Effectiveness Program using The Danielson's Framework.

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) are being coordinated with the instructional strategies /activities to achieve this goal.

During SY 2012 – 2013 our school has been selected and is partnered with The neighborhood CBO – St. Raymond's Project Achieve that provides services to our parents and after school care for their children.

Our fifth grade students are participating with Studio in a School – framing students success in literacy and math.

Our nutrition council meets regularly with the school dietician and our parent coordinator to consult our school nutritional program.

Our fourth graders will be provided with cultural dance program through the Dancing Classroom Program.

To build capacity in Grades K through 3, we will provide music/art interdisciplinary opportunities through their participation in The Learning Through the Arts program.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students in grades 4 and 5 will show a 5% increase in median adjusted growth percentile data in mathematics as measured by the 2012-2013 Progress Report.

Comprehensive needs assessment

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

This is a priority area for improved student performance (based on PR or other metric).
According to our NYC Progress Report 65% students reached median adjusted growth in Math.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Our Title I Math staff will be focusing on the needs of our Title I eligible students via a push in/pull out model. Instruction will be addressed through differentiated strategies to meet the individual/group needs of our students. Students will participate in our Extended School day (50 minutes – 2x a week) after school instructional program. Students will also participate in our Extended Test Sophistication program during our Saturday Academy Program. This Saturday Academy Test program will begin on January 5, 2013 and will conclude the end of April 20, 2013. Collaboration and planning is done during common prep planning time with all teachers. In addition, teachers are meeting every Thursday during their teacher team meetings to discuss strategies/activities that will support the learning of our students.

Timeline: Ongoing September 2012 – 2013.

Strategies to increase parental involvement

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

1. Provide parents with Math workshops.
2. Provide parents with Common Core Learning Standards in Mathematics workshops.
3. Continue to provide parents with technology resources and coaching that they can use to support their child's learning.
4. Provide parents with additional resources and workshops that will help them support their child's learning.
5. Provide parents with workshops by incorporating Math through the Arts.
6. Encourage parents to attend workshops that our district UFT will be offering in Math strategies and techniques for parents to support our children.
7. Provide parents with information on DAIL A TEACHER for homework assistance.

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

During SY 2012 – 2013 our school has been selected and is partnered with The neighborhood CBO – St. Raymond's Project Achieve that provides services to our parents and after school care for their children.

Our fifth grade students are participating with Studio in a School – framing students success in literacy and math.

Our nutrition council meets regularly with the school dietician and our parent coordinator to consult our school nutritional program.

Our fourth graders will be provided with cultural dance program through the Dancing Classroom Program.

To build capacity in Grades K through 3, we will provide music/art interdisciplinary opportunities through their participation in The Learning Through the Arts program.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY' 12 PS and OTPS budget categories (i.e., Title, I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I SWP funds will be used in order to further support our students in Math by differentiating instruction, utilizing Title I Math teachers in a push in/pull out model to support all students as well as provide small group instruction. Title I Staff members will also provide staff with ongoing professional development on the New Common Core Learning (Math) Standards and ongoing EDM professional development. In addition, a Math Test Prep/Sophistication after school and/or Saturday Program will be scheduled in order to continue to provide our children with further support/intervention. Math intervention materials will be purchased for these programs. Funds will also be used in order to continue to provide all staff members with ongoing professional development on the following topics: Common core Learning Standards in Literacy and Math, Citywide ELA/Math Expectations. Differentiated Instruction for students with disabilities and English Language Learners.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, students in grades K-5 will show a 5% increase in English proficiency as measured by the NYSESLAT exam.

Comprehensive needs assessment

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

Priority area for improved student performance. According to our NYSESLAT Report 14% students reached proficiency level as measured by the NYSESLAT Exam Reading and Writing Performance and 47% in Listening and Speaking Performance.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Eligible ELL students receive instruction via a push in/pull out model. Students are serviced based on their ELL (beginners, intermediate and/or advanced)ELL status. They receive instruction in English as a Second Language, Math, Science and Social Studies by the ESL teacher, as well as from the classroom teacher. ELL students also participate in the Extended School day program hat meet 2x a week. Students are also invited to participate in our ELL Saturday Program that will begin in January 2013. ELL students that will be taking the ELA exam are invited to attend our Test Prep Saturday Academy Program that will begin in January 2013. This year we have purchased the following new ESL Programs in order to further support the learning of our ELL students: Rosetta Stone English Language Program and Imagine English Program. Our new reading program, Harcourt Journeys, has an ELL component to enhance the literacy skills of our English Language Learners. We will continue to provide our staff with the opportunity to attend workshops/conferences, do inter-visitation to other schools in order to learn best practices that will further support, enhance and enrich their teaching strategies and techniques when teaching the ELL population.

A data specialist to complete all data from test simulations, interim assessments and other informal and formal assessments.

Timeline: Ongoing September 2012 -2013.

Strategies to increase parental involvement

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

1. Provide parents with ESL workshops.
2. Provide parents with Common Core Learning Standards in Literacy and Mathematics workshops.
3. Continue to provide parents with technology resources and coaching that they can use to support their children's academic needs.

4. Provide parents with additional resources and workshops that will help them support their child's learning.
5. Provide parents with workshops by incorporating Literacy and Math through the Arts.
6. Encourage parents to attend workshops that our district UFT will be offering in ESL, Literacy and Math strategies and techniques for parents to support our children.
7. Provide parents with information on DAIL A TEACHER for homework assistance.
8. Invite parents to participate in Adult ESL Workshops during the Saturday Academy Program beginning January 12, 2013 until June 1, 2013.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

During SY 2012 – 2013 our school has been selected and is partnered with The neighborhood CBO – St. Raymond's Project Achieve that provides services to our parents and afterschool care for their children.
 Our fifth grade students are participating with Studio in a School – framing students success in literacy and math.
 Our nutrition council meets regularly with the school dietician and our parent coordinator to consult our school nutritional program.
 Our fourth graders will be provided with cultural dance program through the Dancing Classroom Program.
 To build capacity in Grades K through 3, we will provide music/art interdisciplinary opportunities through their participation in The Learning Through the Arts program.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY' 12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I SWP funds and Title III funds will be used in order to provide our ELL students with ongoing ELL services on the basis of their proficiency level. Students will receive their mandated services via a push in/pull out ESL model. Students will also be invited to participate in our Extended Test Sophistication and/or Saturday Academy ELL program. Additional support ELL instructional materials will be purchased with these funds in order to support, supplement and enrich the learning for our ELL students. Ongoing professional development will also be provided to all classroom teachers in order to equip them with strategies for them to use when educating the ELL students. Staff members will also be provided with professional development on how to incorporate the New Common Core State Standards/Common Core Learning Standards to support the ELL population.



ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013 all students in grades Pre K – 5 will experience two Common Core-aligned units of study in Math and two in ELA, social studies, and science aligned to the Common Core standards in Literacy as evidenced by tasks, classroom observations, and teacher-team evaluations.

Comprehensive needs assessment

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

In order to engage students in more rigorous tasks, in both ELA and Math, that will accelerate their learning, deepen their conceptual understanding and strengthen their ability to use textual information. These units will focus on shift in instruction that align to the Common Core in ELA, social studies, and science and in Math. As part of the Chancellor's expectations for all schools we are administering four tasks that are aligned to the Common Core Learning Standards in ELA and Math. We will administer a baseline task to assess what students know and are able to do based on the New Common Core Learning Standards. We will analyze the results of the baseline task and identify implications for instruction. We will administer a second task in the Winter/Spring to assess student progress toward closing the gaps in learning.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Continue to provide staff with ongoing professional development on the Common Core Learning Standards. Encourage and invite teachers to connect and participate in Webinars that are in ARIS Community Library resources. Utilize staff faculty conferences, grade meetings, common prep planning sessions and lunch and learn meetings to provide additional professional development activities. Provide staff with the opportunity to attend Network/DOE/City/State workshops and/or conferences on the Common Core Learning Standards and DOE Citywide Instructional Expectations (Literacy/Math Units of Study).

Timeline: Ongoing September 2012 – June 2013

Strategies to increase parental involvement

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

1. Provide parents with Common Core Learning Standards in Literacy and Mathematics workshops.

2. Inform parents of citywide and district level workshops and meetings pertaining to the Common Core Learning Standards.
3. Continue to provide parents with technology resources and coaching that they can use to support their children's academic needs.
4. Provide parents with additional resources and workshops that will help them support their child's learning.
5. Provide parents with workshops by incorporating Literacy and Math through the Arts.
6. Encourage parents to attend workshops that our district UFT will be offering in ESL, Literacy and Math strategies and techniques for parents to support our children.

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

During SY 2012 – 2013, varied staff will attend CFN workshops and meetings on CCLS and turnkey information to staff. Through NYC Principal's Association, selected staff will be invited to attend Professional Development opportunities to further enhance their knowledge of the CCLS. Council of Supervisors provides workshops for members who then share learning experiences with pedagogues.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY' 12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I funds that have been set aside will be used in order to support staff to become highly qualified. Staff will be provided with the opportunity to participate in after school workshops on the Common Core Learning Standards. Teachers that participate will get paid the trainee rate. Staff members that are the trainers for these workshops will get paid the per session rate.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, we will conduct two (2) bi-monthly parent workshops on the New Common Core Learning Standards as measured by agendas and parent sign in sheets.

Comprehensive needs assessment

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

Improve parent involvement. To continue to provide parents with information on the New Common Core Learning Standards (Literacy/Math) State/City expectations.

To continue to provide parents with information on the New Citywide (Literacy/Math – Units of Study)

- Learning Environment Survey results - SY 2011 - 2012
- Curriculum Meetings/Parent Workshops, sign in sheets
- Title I – Parent Survey – request for ELA/Math Parent Workshops.
- Instructional shifts – ELA and Math
- Citywide Instructional Expectations

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:

- e) strategies/activities that encompass the needs of identified student subgroups,
- a) key personnel and other resources used to implement these strategies/activities,
- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- c) Ongoing timeline for implementation. September 2012 – June 2013

Parent workshops will be conducted on the NYS Learning Standards by the school's core professional development team. Resources will be purchased and shared with the parents on the CCLS. Provide parents with grade by grade CCLS. Provide parents with grade by grade resources that they can use at home to support the learning of their children.

Strategies to increase parental involvement

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

1. Provide parents with Common Core Learning Standards in Literacy and Mathematics workshops.
2. Inform parents of citywide and district level workshops and meetings pertaining to the Common Core Learning Standards.
3. Continue to provide parents with technology resources and coaching that they can use to support their children's academic needs.
4. Provide parents with additional resources and workshops that will help them support their child's learning.

5. Provide parents with workshops by incorporating Literacy and Math through the Arts.
6. Encourage parents to attend workshops that our district UFT will be offering in ESL, Literacy and Math strategies and techniques for parents to support our children.

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

N/A

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY's 12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I funds will be used in order to support professional development activities/workshops for our parents. Title I funds will also be used in order to purchase informational resources/booklets to give to the parents at workshops. Parents will be invited to attend CCLS professional conferences and workshops. Title I parent involvement, tax levy and Title III funds will also be used to further support parent involvement activities.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health – related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A	8	0	0	0
1	110	110	N/A	N/A	10	0	0	0
2	120	120	N/A	N/A	12	0	0	0
3	110	110	N/A	N/A	10	0	0	0
4	105	105	105	105	8	0	0	0
5	85	85	85	85	8	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Push in/Pull out services are provided during the school day to Level 1 and Level 2 students in grades 2-5. Services are provided 3x @ week, 45 minutes/session. Small group and individualized small group instruction is done by using our new Houghton Mifflin/Harcourt Reading Program, leveled readers as well as teachers made materials that will focused on vocabulary, comprehension skills, note taking, writing mechanics, etc.
Mathematics	Push in services are provided during the school day to Level 1 and Level 2 students in Grades 2-5. Services are provided 3 x @ week, for 45 minutes per session. Small group and one on one instruction using EDM, and Go Math, as well as teacher provided materials focusing on problem solving techniques, showing their work in an organized fashion and writing in mathematics to justify and explain their mathematical thinking.
Science	During the academic school day all students received Science instruction from their classroom teacher as mandated by the State Department of Education. The Common Core Literacy Standards are implemented, as well as the NYC Department of Education Scope and Sequence. Our students also receive science hands-on support once a week by their science cluster teacher. Materials that we use to implement our Science curriculum are trade books, MacMillan Science Program, Focus on Science and additional technology resources that can be found on line. In addition, students are encouraged to use the internet and research topics based on their grade curriculum. During after school programs teachers will also provide small group instruction to our students using an interdisciplinary approach.

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.

- All P.S. 106 teachers are Highly Qualified based on the Basic Educational Data Survey completed during SY 2011 – 2012.
- New Teachers are recruited by the administration attending Job Fairs, Contacting Colleges, Network HRS support and DOE Teacher Recruitment Office.
- New Teachers are also recruited by P.S. 106 teachers and/or colleagues recommendations.
- New Teachers are recruited through Open Hire Market.
- When openings are available resumes are reviewed and interviews are schedule. The assistant principals and I interview new candidates.
- New teachers are also asked to model a lesson.
- At 106 our retention of teachers is at an average of 97 – 98%.
- Teacher selection is based on the assignment that is open.
- New teachers are provided with Mentoring during their first year.
- New Teachers are also supported by our Literacy Coach, Math staff developer, assistant principal that supervises the grade ,the grade leader and school principal.
- New Teachers are also supported by Our Network Instructional Team.
- New Teachers are supported with ongoing professional development.
- All teachers are provided with ongoing Professional Development opportunities.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 Mr. Jose Ruiz/ Ms. P.Palazzo	District 11	Borough Bronx	School Number 106
School Name The Parkchester School			

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

Principal Eugenia L. Montalvo	Assistant Principal Joseph Ponzo/Elizabeth Velez
Coach Jacqueline Heyward	Coach Math) - Joy Fazio
ESL Teacher Leslie Marcos	Guidance Counselor Ava Jackson
Teacher/Subject Area Denise Ranelli - ESL	Parent Maria Rivera
Teacher/Subject Area Lucy Cruz - ELA	Parent Coordinator Catherine Acosta
Related Service Provider Darcy Rodriguez	Other Marla Smith - Math
Network Leader	Other Benedetta D'Erasmus

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	2	Number of certified bilingual teachers	0	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	0	Number of teachers of ELLs without ESL/bilingual certification	3
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	0		

D. School Demographics

Total number of students in school	1249	Total Number of ELLs	160	ELLs as share of total student population (%)	12.81%
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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

Parents are orally interviewed when filling out the Home Language Survey. If there is a need to provide the parent with a translator, we will then seek help from the school parent coordinator to assist. Depending on the language that the parent speaks, reads and/or understands we will accommodate for someone to assist the parent in order to complete the survey. This is done upon the parent coming in to register their child. Based on the Home Language Survey ESL Teachers determine whether or not students need to be LAB-R tested. All LAB-R eligible students are tested within 10 school days. The pupil accounting secretary will inform the ESL teachers that new ELL students have been registered. They will receive the HLS document in order to verify ELL status prior to testing. ELL teachers administered the English LAB-R and once they have hand scored this exam they will determine if the native language of a child is other than English, they will then administer the Spanish LAB exam. After testing the students and hand scoring these exams, then a decision is made by the ELL teacher as to what ELL level the child is in and how many periods they will need to be serviced. If a child is found to be eligible for a Bilingual - Spanish program then a meeting is held with the parents to inform them. Before beginning the ESL program, the ESL teachers and parent coordinator hold a Parent Orientation meeting in which parents are given information about the different programs (ESL, Transitional Bilingual and Dual Language). Parents are given the opportunity of choosing a program for their children. At the Orientation Meeting, parents have the opportunity to ask questions and discuss any concerns they may have. P.S. 106 holds Parent-Teacher conferences twice a year, one per marking period. Parents get feedback from ESL teachers during parent-teacher conference; the conference is also an opportunity to answer any questions parents may have about the program and the results of their child's performance on the ELL Periodic Assessment. Parents are kept informed (regularly) of their child's progress via weekly notices that are sent home every Wednesday. Translators are provided whenever a parent comes into, or calls the school. Parents also have access to the ARIS Information and Reporting system, so that they can track their child's progress and be better informed.

Based on Parent feedback after sharing with the parents the results of the LAB-R and NYSESLAT results most parent have opted their children into our ESL push in/pull out model. At the present moment the largest ELL language group is Bengali. At the present moment we do not have a Bengali Bilingual Program.

When the parents arrive to register their students and the HLIS is given to them to complete we have our Parent Coordinator - Ms. Catherine Acosta, who speaks spanish assisting the parents that speak spanish. In addition, we also have Ms. Velez and Ms. Solis, Assistant Principals and Ms. Montalvo - principal assisting the spanish speaking parents. We also have Bengali translators. We have Ms. Hasnat Ja and Ms. Selina Kaiser - school aides that help us with our Bengali parents. We also have Ms. Marji - fourth grade teacher that translates for the Arabic speaking population. We also have some of our Learning Leaders - Parents that speak Chinese, if the need is there.

The teachers that administer the English LAB-R are Ms. Leslie Marcos and Ms. Denise Ranelli, ESL teachers. Students that need to be tested with the Spanish LAB-R are tested by Ms. Leslie Marcos who speaks Spanish.

Prior to ESL teachers assessing our ELL students with the NYSESLAT they will ask the pupil accounting secretary to generate the following ATS reports that will help them identify the ELL students that must be tested with the NYSESLAT. The following reports

can be used to identify ELL students.

-LAB-R, NYSESLAT EXAM HISTORY REPORT (RLAT)

-Home Language Report (RHLA)

-New York Start Reports - NYSESLAT Results

After students are assessed with the LAB-R and a determination is made of the type of services that the child will need, the ESL teachers will schedule a Parent Orientation/Meeting and invite the parents to share with them the programs that offered in our school, as well as other programs that might be available for their children, in other schools if the school does not have the program. These meetings are scheduled in October, January and March during the academic school year 2011 - 2012. In addition, individual parent meetings are held during the academic school year, since ongoing new ELL students continue to arrive.

-Once ELL students are identified the ESL teachers are responsible for completing entitlement letters and backpacking in the students bookbag to send home to the parents. The ESL teachers have the responsibility of making a copy for their files to ensure that a letter was send home to the parent of any ELL student. ELL teachers also have the responsibility to ensure that parents receive the Parent Survey and information on Program Selection form. Again, parent outreach is done via letter/phone call in order to ensure the parent of an ELL student is provided with this information. Maintaining copies of this documentation is the responsibility of the ELL teacher.

-When appropriate and applicable placement option letters are provided to the parents if a placement has been offered to the parent. A copy of this letter is kept on file by the ESL teacher. They are maintained on file in theb ESL Room - 233A. Information is provided to our parents in their native language by the staff members listed previously that speak their language. Communication is done by sending the parents a notice and inviting them to come to the school in order to share this information with them.

-Based on the parnt orientation and parent language survey, most parent have selected to maintain the children in an English as a Second Language pushin/pullout services. This information is maintain on file by thye ESL teachers.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	23	22	33	26	28	28	0	0	0	0	0	0	0	160
Total	23	22	33	26	28	28	0	160						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	62	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	98	0	5	58	0	6	4	0	0	160
Total	98	0	5	58	0	6	4	0	0	160

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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 L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	11	5	18	10	10	11	0	0	0	0	0	0	0	65
Chinese	2	2	0	1	1	0	0	0	0	0	0	0	0	6
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	12	12	12	12	13	13	0	0	0	0	0	0	0	74
Urdu	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Arabic	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	3	1	1	1	0	0	0	0	0	0	0	6
TOTAL	25	19	33	27	28	28	0	160						

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

Paste response to questions 1-4

P.S. 106, District 11X provides a Free Standing ESL program for ELL students. Our total school population as of October 2011 is approximately 1245 students of which 160 students are designated as English Language Learners. This subgroup of students represents 13% of our total school population. English Language Learners are taught by three fully certified ESL teachers. Language of instruction is English and is provided via a push-in-model. Our ESL program serves a population of students in grades K - 5. The primary languages of our participating students are Spanish and Bengali. Breakdown of languages are 65 Spanish (grades K - 5), 78 Bengali (grades k - 5), 5 Arabic, 2 French, 2 Urdu, 3 Chinese (mandarin) and 10 other. The ESI classes by grade are the following: Kindergarten students are provided ESL services in a pull-out model, servicing them 8 periods a week. In first grade students are provided with ESL services via a pushin model, since out beginners and intermediate students are in a self-contained class. Additional students that are in first grade that need ESL services are provided services via pull out model. Second grade students depending on their ESL level are also placed in a self contained second grade class. The two second grade classes are organized on the basis on the ELL status. We have a beginners class and an intermediate/advanced ELL class. They are provided ELL services in a push in model. The third grade classes are also organized by and ELL beginners/intermediate class and ELL advanced class. In fourth grade there is one class and these ELL students are provided their services via a pushin model. In fifth grade we have two ELL classes. A beginner/intermediate ELL class and the fifth grade advanced class. Students that are admitted during the school year and found to be ELL are placed in their appropriate grade level ELL classification,

A. Programming and Scheduling Information

if space is available. If the class registers are over the mandated contract guidelines, then the students receive their ELL services via a pull out model. Students that have an IEP and are mandated to receive ELL services are also provided with their mandated number of sessions on the basis of their ELL status (beginners, intermediate, advanced). In addition, ELL support is also provided to (SIFE) students. These services are provided to students in a push in/pull out model.

All English Language Learners receive daily ESL services and ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped by their literacy and math needs as determined by their NYS ELA and Math scores, DRA 2 results, beginning of the year Math Assessment and teacher judgment. In addition, ELL's are evaluated utilizing the results of the LAB-R and NYSESLAT exams. ELL's are placed appropriately in flexible reading and math groups based upon their level (Beginners, Intermediate, Advanced) and learning needs and are also provided with Title I Reading and Math services. In addition, ELL students that have an IEP are provided with their additional support services based on their IEP prescription. All ELLS (including SIFE and NewComers) are encouraged to participate in our Extended Day program for academic intervention services, test preparation and Saturday (ELL) Academy program. English Language Learners at the Beginning and Intermediate levels are mandated 360 minutes of ESL instruction per week and Advanced ELLs receive 180 minutes per week. Each ESL teacher has six period a day available for instruction. Our ESL teachers differentiate instruction for our English Language Learners depending on their level.

The following table summarizes this differentiation.

- Phonics (depending upon grade level) Independent reading Teacher made materials
- to explain solutions clearly, logically and legibly showing mathematical ideas in a variety of ways.

English Language learners in grades one through five are eligible for the 50 minute Extended Day instruction which is held on Tuesdays, Wednesdays.

Use of technology	Oxford Content Dict LEVEL	SKILLS INSTRUCTIONAL	
METHODOLOGIES/TECHNIQUES	MATERIALS/RESOURCES		
BEGINNING	Listening TPR (Total Physical Response)	Word by Word Phonics	
	Speaking Read alouds Macmillan Leveled Readers		
	Reading and writing Guided reading and writing	Oxford Picture Dictionaries, Hartcourt, Santillana	
	Phonics Choral reading Cloze materials		
	Decoding Interactive read alouds Trade books, Hartcourt, Santillana		
	Viewing Hands-on activities Teacher made materials		
	NYS Testing & NYSESLAT prep Visuals/graphics/illustrations		
	Language Experience Model		
	Listening stations		
	Mostly 1 to 1 instruction		
INTERMEDIATE	Listening TPR	Word by Word Phonics	
	Speaking Differentiated group instruction	Macmillan Leveled Readers	
	Reading (strategies focus oncomprehension skills)	Group work Harcourt Reading program(ELL component)	
	Skimming Read alouds Oxford Picture Dictionaries		
	Use of graphic organizers Guided reading Oxford Content Dictionaries		
	Writing (using visuals as prompts or from student experience)	Choral reading Trade books	
	Use of technology Listening stations	Teacher made materials	
	NYS Testing & NYSESLAT prep Hands-on experiences		
	Visuals/graphics/illustrations		
LEVEL	SKILLS INSTRUCTIONAL	METHODOLOGIES/TECHNIQUES	MATERIALS/RESOURCES
ADVANCED	Reading TPR	Authentic materials (real life reading and writing)	
	Writing	Independent writing (depending upon grade level)	Macmillan Leveled Readers
	Critical Analysis	More dialogue	Harcourt Reading program(ELL component)
	Writing mechanics/grammar	Differentiated group work	Trade books
ionaries	NYS Testing & NYSESLAT prep	Santillana series	
		NY Journey for ELLs (Rosen classroom books & materials)	

A. Programming and Scheduling Information

Content Area libraries (grade level appropriate)

Kid Pix & Discovery Kids (technology)

Literacy skills are covered in each program model through the use of a curriculum map. The curriculum map is used by the school as a whole and it is arranged according to grade, skill, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Reading, writing, mathematics, social studies and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the State Common Core Standards. ESL students learn sight words and words that they will need to understand directions and instruction in their classrooms.

A significant amount of manipulatives, pictures and realia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response (TPR) as well as sequencing organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to needs and abilities. Different stations are used in order to help students address their areas of weakness and enhance their strengths. Students complete their work in groups, participate in “turn and talk”, and conference with one another in order to better understand their strengths and areas where improvement is needed. Newly arrived students, and students who have been in the New York City Public School system for less than three years, receive instruction in the core courses in an ESL program. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an MP3 player). ELLs also take part in guided readings, group readings and independent reading. Students learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth in their classroom as well as in preparation for the NYSESLAT, ELA and Content Area State exams.

Higher expectations are placed on students who have been in the NYC Public School system for 4 – 6 years. Instruction is at a higher level. These ELLs are more familiar with graphic organizers and the methodologies used in ESL instruction. They are encouraged to work independently and to do group work with less supervision. They are constantly asked to edit their own work prior to handing it in to the teacher. ESL teachers at P.S. 106 have implemented methods such as writing workshops, free writing and journal writing to sharpen students’ skills. There is only one long-term ELL (6 or more years). This student is constantly encouraged to do her best and continues to receive instruction according to the mandates of ESL. High expectations are placed on this student as well as a great deal of scaffolding using the aforementioned methods. His needs are constantly reassessed and his instruction is enhanced by the constant use of manipulatives and pictures. Instruction is differentiated based on the student’s needs in literacy and the content areas. This ELL participates in group work and is usually paired with other students who can support his understanding of the material.

The ELL/Students with Disabilities (SWD) population receive mandated teacher support services (SETSS) as per IEP prescription with or without monolingual services with ESL. The ELL/SWD population is serviced per IEP designation of five periods per week in a separate location in a maximum group size of eight. The ELL/SWD population is tested with The Brigance Diagnostic Comprehensive Inventory of Basic Skills. THE ELL/SWD population receives instructional services which supplement regular classroom instruction. The goal of the SETSS program for the ELL/SWD population is to provide direct individualized and small group instruction addressing specific learning deficits enabling the ELL/SWD population to function successfully in the mainstream.

The ELL/SWD population is expected to achieve the following long term objectives:

- develop and refine a cluster of key reading skills; identifying the main idea, identifying details, making inferences, drawing conclusions and interpreting picture clues within 25 and/or 50 units in a specific multiple skills series leveled reading book.
- develop and refine basic phonics concepts necessary for beginning through intermediate readers and strengthen visual perception with using the Explode the Code series leveled workbooks
- develop and refine phonetic decoding as a strategy for unlocking meaning from a text using semantic and syntactic clues, as well as sounds and decipher unknown words within the clues to meaning
- develop and refine the ability to understand the conventions, grammar and usage of the English language in written or spoken text to represent oneself appropriately by drafting, revising, correcting, editing and clarifying a specific piece of work.
- develop and refine arithmetic and number concepts skills for adding & subtracting with and without regrouping, multiplying and dividing in order to decipher and compute simple to more complex operations within problems

develop and refine the ability to solve mathematical word problems using mathematical terms, vocabulary and language Wednesdays and Thursdays during the 8th period (time: 2:30 P.M. – 3:20 P.M.) starting in September 2011 and concluding June 2012. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and NYS Content Area assessments. The primary focus of instruction is language development in the four modalities and development of higher order thinking skills in listening speaking, reading and writing. The development of content area knowledge will also be an area of focus. Teachers in the program

A. Programming and Scheduling Information

will use student prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks to accomplish their goals for students.

All ELLs are invited to participate in the Saturday Academy program which will run from January 2012 to June 2012 during the hours of 8:30 A.M. to 12:30 P.M. Each session will be 4 hours. The program will include 2 certified ESL teachers and additional teachers will be hired, depending upon student enrollment. Students will continue to work on language acquisition skills, math skills, concepts and problem solving and the language and knowledge necessary for success in the other content areas.

ESL students that have scored Proficient on their NYSESLAT assessment continue to receiving transitional support for two years. All ESL students, including students scoring Proficient, have access to a growing library of bilingual literature with a strong focus on multicultural literature. Students that have scored Proficient are still allowed to have ESL testing accommodations during their first two school years as English proficient. This extension will provide former ELLs with the opportunity to demonstrate their content knowledge while developing their linguistic and academic skills. Possible testing accommodations include: Time Extension, Separate Location, Third Reading of Listening Section (ELA only), Bilingual Glossaries, Simultaneous Use of English and Alternative Language Editions (not on ELA), Oral Translation for Lower Incidence Languages (not on ELA), and Writing Responses in the Native Language (not on ELA).

At the beginning of the school year newly enrolled ELLs are interviewed to informally gauge their English ability level and to determine whether they qualify as SIFE students. Newly enrolled students are also given a packet with a welcome letter in their native language, an English glossary and mini-phrase book, P.S. 106 Star Student pencils, rubric, a map of the school, also labeled in their native language, and a list of phonics websites so that they can get a head start on English phonemes.

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings and are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition and ESL standards, guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, Harcourt Journey Assessments, Baseline-Midline-Endline writing) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology and the IEP and SETSS teachers collaborate with the ESL specialists to ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

Monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training.

We have also developed a survey that asks teachers to identify the professional area that they require assistance. The information from the surveys has allowed a personal professional development plan to be designed for all staff, including guidance counselor and parent coordinators.

Parental Involvement

Parent workshops on the following topics will be conducted for our parents:

- Literacy/Math Family Nights
- Using technology as an educational support
- Social studies/Science programs
- ELA/Math test strategies
- NYS State Commkon Core Learning Standards
- Rubrics
- DOE Scope and Sequence – “What did you child learn in school today?”
- Goal setting for their children
- Utilizing library services
- Homework help,
- AIS interventions
- ESL strategies to use with their children
- Navigation of outside agencies

A. Programming and Scheduling Information

- ESL for parents (Parent Saturday Academy program)

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings and are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition and ESL standards, guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology and the IEP and SETSS teachers collaborate with the ESL specialists to ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

Monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training.

In addition, the following professional development opportunities will be provided to the staff:

- ELL Home/School connection
- Professional development on ELL strategies such as Total Physical Response (TPR), CALLA and graphic organizers
- Lesson Planning for ELL students
- Collaborative lesson planning and alignment with the NYS Common Core Literacy and ESL Standards
- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Cognitive guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction
- Use of the Arts to support ELLs
- Use of the TPR (total Physical Response) approach to support student learning

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

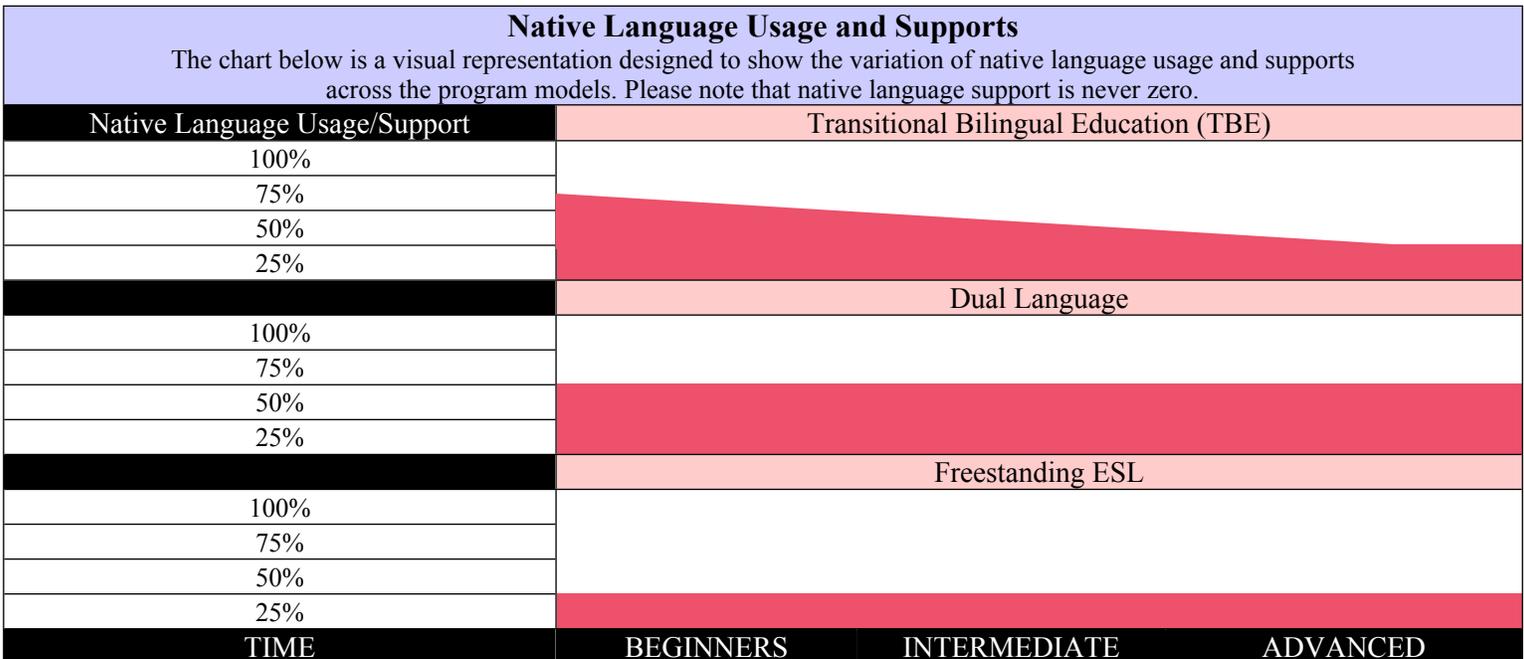
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a	n/a	n/a

Social Studies:	n/a
Math:	n/a
Science:	n/a

n/a	n/a
n/a	n/a
n/a	n/a

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

Academic instruction is delivered to English Language Learners (ELLs) using several organizational models namely the push-in pull out method. The length of time, grouping and plans for moving students from a pull-out to a push-in classroom depends upon the arrangement of the students within the classes. The program models are based on students' proficiency level (homogeneous and block) with differentiated instruction practices used in all classes. At 106 we have created ELL self-contained classes in grades 1-5, in order to better service our students. By creating self-contained ELL classes based on the ELL proficiency level of our students (beginners, intermediate, advanced) we can then meet the mandated periods/time that each group needs. In kindergarten students receive their ELL services in a pull out model.

Currently, there are three English as Second Language (ESL) teachers servicing the ELL population. ESL students at the Beginning and Intermediate level are mandated 360 minutes of ESL instruction per week. Advanced ESL students require 180 minutes of ESL instruction per week. Each ESL teacher has six periods a day available for instruction. ESL students are grouped according to their level (Beginners, Intermediate, Advanced).

The content areas are covered in each program model through the use of a curriculum map. The curriculum map is used by the school as a whole and it is arranged according to grade, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Mathematics, reading, writing and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the standards required by our school. ESL students learn sight words and words that they will need to understand directions and instruction in their classrooms.

A significant amount of manipulatives, pictures and realia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response as well as Sequencing Organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to their needs and abilities. Different stations are used in order to help students address their deficiencies and enhance their strengths. Students complete their work in groups, participate in "turn and talk" and conference with one another in order to better understand their strengths and areas where improvement is needed.

Newly arrived students and/or students who have been in the New York City Public School system for less than three years will receive instruction in the core courses through ESL. At the same time as in Listening, Speaking, Reading and Writing. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an Mp3 player) among other listening methods. ELLs will also take part in Guided Readings, Group Readings and Independent Reading. Students will learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth inside and outside the classroom as well as in preparation for both the NYSESLAT and the ELA exam.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff

Literacy Coach and ESL teachers frequently attend on campus and off campus Professional Development (PD) workshops. The PD workshops impact greatly on the staff since ELL strategies are reinforced and new techniques are introduced. We benefit tremendously from the information received. Classroom teachers receive support via turnkey during sections such as "Lunch and learn," common preparation periods and all day Professional Development sessions given by our school and the New York City Department of Education.

P.S. 106 provides our graduating 5th graders the opportunity to familiarize themselves with the middle school they will be attending. For this purpose the school has created a curriculum fair. During the curriculum fair, the principal from the middle school addresses the 5th grade students and shows them around their soon-to be new school. The principal talks to the students about what to expect from the curriculum in middle school. He also discusses team sports and other extracurricular activities with students.

As per Jose P, staff receives more than 7.5 hours of ESL training via Professional Development, lunch and learn. There are representatives from our Learning Support Organization who are available to assist with additional ESL training and in all areas of our curriculum.

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

Parental involvement in our school consists of workshops, trainings, extra-curricular activities and special events. Parents are encouraged to get involved in any activities pertaining to their children and students in general. The school's Parent Coordinator partners with health providers and health insurance companies to bring information to the parents. Meetings are held where parents are informed about different types of health insurance and life insurance for their family. The parent coordinator also provides nutrition and hygiene workshops for parents. A representative from the local New York Public Library talks to the parents to inform them of the different educational services they provide. Also, talks to parents about the importance of taking their children to the library and getting a library card. The needs and opinion of parents are evaluated through surveys, meetings, Parent Teacher Conference and individual consultation. At the beginning of each year, the Parent Coordinator holds orientation meetings to inform parents of the services their children may be getting as well as to get them acquainted with the school building and school personnel. We address the parents' needs through distributing information pertaining to educational resources for their child.

-Parent needs are evaluated on the basis of individual feedback that they either provide to the parent coordinator and/or ESL teacher/Classroom teacher. A parent survey is also disseminated at the beginning of the school year, by our Title I Parent Involvement parent representative and on the basis of feedback that the parents provide us with, we follow up on their individual and/or collective needs.

-The parent coordinator works well with out Title I Parent involvement parents and helps them to analyze these surveys in order to find out the needs of our parents. She also translate this survey and at meetings she is there to translate, if thye need is there. The parent coordinator also does the outreach to parents that we believe need more support and due to cultural and/or language needs to not complete this survey. Translation services are done as the need is there by the Parent Coordinator, Learning leaders, parent volunteers and P.S. 106 Staff members that speak the language of ther parent that needs translation. In addition, we also use the services from the Translation Unit contracted vendors.

-Our staff members are provided with professional development/workshops/intervisitation and afterschool activitites in norder for them to meet the mandated 7.5 hours of ELL training. Teachers sign a sign in sheet and a copy of the agenda is attached. These documents are kept in the teachers file.

-Our school guidance counselor, parent coordinator and teachers are supported by the school administration by providing them with on going professional development on strategies/resources/professional development/workshop nd intervisitation opprotunities that will help thym understand the needs of our ELL population and how to assist with the transitional social, academic and emotional needs for our students.

-Professional development for staff members will be done during: Inquiry Teacher Team Meetings, Grade Meetings, Common Prep Planning time, Faculty Conferences, Extended Day -Persession opportunites. This will done beginning January 2011 and will be ongoing until the end of the school year.

Our targeted intervention program and range of intervention services for beginning, intermediate and advanced ELLs in ELA, Math and other content areas which are offered in our school include Title I push-in teachers (Literacy and Math blocks), Academic Intervention Services, Resource Room services, SETSS and Speech. These required services not only support our continuing English Language Learners but also the ELLs who have reached proficiency on the NYSESLAT. English Language Learners are afforded equal access to after school and supplemental school services such as Extended Day programs, Test Preparation programs, YMCA and Saturday Academy, with all programs offered in English. The activities and resources delivered in our school which include aforementioned programs correspond to ELLs of all ages and grade levels. The instructional materials, including technology used to support ELLs of all levels include the Santillana series, NY Journey for ELLs (Rosen Classroom books & materials), Macmillan Leveled Readers, Harcourt Reading program, Kids Pix & Discovery Kids (technology), also the buddy system as well as building content area libraries for appropriate grade level. This interventional program is offered to our advanced ELLs. Transitional support for ELLs reaching proficiency on the NYSESLAT likewise benefit from the intervention program. New programs being implemented for the upcoming school year include using the Santillana series and NY Journey for ELLs (Rosen Classroom books & materials).

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)	11	6	5	4	5	7	0	0	0	0	0	0	0	38
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	7	3	1	2	0	1	0	0	0	0	0	0	0	14
Total	18	9	6	6	5	8	0	0	0	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	6	5	1	3	0	0	0	0	0	0	0	0
	A	0	7	15	6	12	8	0	0	0	0	0	0	0
	P	0	1	2	13	10	8	0	0	0	0	0	0	0
READING/ WRITING	B	0	3	7	3	1	3	0	0	0	0	0	0	0
	I	0	3	9	8	6	1	0	0	0	0	0	0	0
	A	0	2	5	9	15	14	0	0	0	0	0	0	0
	P	0	2	0	0	3	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	19	9	0	33
4	5	13	12	0	30
5	11	16	2	0	29
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	19	0	16	0	2	0	38
4	1	0	8	0	19	0	4	0	32
5	3	0	15	0	10	0	2	0	30
6	0	0	0	0	0	0	0	0	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	11	0	0	0	0	0	12
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and Geography	0	0	0	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

The assessment tools that we use to assess the early literacy skills of our ELL population are: ECLAS -2 for Grades K-3. We also do DRA2 assessment for students in Grades K-5. Most ELL students that have not been in an English Language School system perform quite low when we administer these exams.

The instructional program for ELL students is based on their levels of proficiency, once they are administered the LAB-R as a new entrant and/or based on the NYSESLAT proficiency level.

Our programs are evaluated on the basis of number of students that move from one proficiency level to the next level, and or gains that they make on the NYSESLAT exam.

Ongoing review of data needs to be done in order to determine the success that our ELL population exhibits.

-Our ELL students academic success/language acquisition growth are evaluated on the basis of the following: Number of years that a child is an ELL student and years that he/she is provided with services, ECLAS, E-PAL, Writing examples that are done as part of their class portfolio baseline writing, mid year and end of the year writing, Unit exams from their reading and math programs, NYSESLAT results, periodic assessment, teacher conferencing notes and class exams. For students in Grades 3-5 that are mandated to take the ELA/MATH and/or State Science exams these results will also be used to measure student's academic successes.

-The data used to assess our ELL students: ECLAS, Fountas and Pinnell, DRA, E-PAL, running records, baseline/midyear and end of the year writing, conferencing notes and teacher informal assessments tools assist us in order to plan academic intervention support during the academic school day, extended day, Saturday Academy and support AIS programs.

-NYSESLAT results indicate that the majority of the students do not make the necessary gains/growth in reading/writing modalities. On the average the data shows that ELL students make greater gains in the listening/speaking modalities. This information is shared with the classroom teachers, supportive teachers and ELL specialists in order for them to differentiate instruction for our ELL students in their classrooms when teaching.

-We have noticed that the ELL periodic assessments are difficult for the ELL students that are at the beginning level. Students that are at the intermediate/advanced level are administered the ELL periodic assessments and on the average the data shows that their lowest performing areas are: reading and writing.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Parkchester School		School DBN: 11X106	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eugenia L. Montalvo	Principal		12/1/11
Joseph Ponzio	Assistant Principal		12/1/11
Catherine Acosta	Parent Coordinator		12/1/11
Leslie Marcos	ESL Teacher		12/1/11
Maria Rivera	Parent		12/1/11
Marla Smith - Title I - Math	Teacher/Subject Area		12/1/11
Benedetta D'Erasmus-Reading	Teacher/Subject Area		12/1/11
Jacqueline Heyward (Literacy)	Coach		12/1/11
Joy Fazio - (Math)	Coach		12/1/11
Ava Jackson	Guidance Counselor		12//1/11
Petrina Palazzo	Network Leader		12/1/11
Sandra Solis	Other <u>-Assistant Principal</u>		12/1/11
Elizabeth Velez	Other <u>-Assistant Principal</u>		12/1/11
Denise Ranelli	Other <u>- ESL Teacher</u>		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X106 **School Name:** P.S. 106

Cluster: 6 **Network:** 606

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.

Data from ATS/ARIS based on number of children receiving ESL services

- . Review of Home Language Surveys; noted which languages were primarily spoken at home
- . Parent orientations
- . Parent-Teacher Conferences
- . Feedback from teachers of ELL students on student and parent language needs
- . Interviews with newly admitted ELL students/Interviews with Parents of ELL students
- . Feedback from parent coordinator and the ELL teachers
- . Feedback from the school secretaries, medical staff, SAPIS worker, attendance personnel and safety officers
- . Observation when parents come to school and they are not able to communicate in English or come in with a translator
- . Parent requests for translation service received from Parent Association or Parent Coordinator
- . Utilize all DOE translated materials and as needed we use the call-in interpretation service

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.

- . There is a need for oral interpretations when parents come to conduct school business such as inquiring about face to face letters, lunch applications, after-school programs, picking up a child who is ill or has a doctor's appointment.
- . There is a need for written translation to keep parents informed of the school's vision and mission, as well as information concerning morning and after school programs, intervention programs, Saturday Academy Test Prep Programs, Extended ELA/MATH test prep and/or Saturday . English Language Learners Program.
- . The following items should be translated in order to better communicate and inform parents: Monthly Parent Letters, Monthly School

Calendars, Blue Emergency Cards, Parent Handbook and all letters/flyers that relate to school matters.

- . A need for written translation of materials so that parents can assist their children academically.
- . A need for written translation of school correspondence i.e. from administration, teachers, Parent Association.
- . A need for some type of parental outreach to parents who might feel uncomfortable attending school related activities because of language barriers
- . Findings were reported to SLT, PTA, Parent Coordinator, ELL teachers, Assistant Principals, Principal – Letters were send home to parents in the three most spoken languages (English, Spanish and Bengali). ELL students and parents were informed of the oral interpretation and written translation services offered in the school.

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.

School personnel and volunteer parents perform translation in-house when needed. We strive to have translation contacts in all the languages of the school. We aim on having our translations completed in a timely fashion, to allow the proper amount of time needed to make parents aware of meetings and other activities being held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

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.

Translators are provided for any meeting that might be held, whether the audience is parents, teachers or students. Translators are provided for children during testing to support the second language learners. The ESL faculty works closely with the school testing coordinator to ensure that testing accommodations are appropriate for students eligible for the New York State tests. In-house school staff, parent volunteers and outside vendors when needed, will provide these services. We also utilize the call-in interpretation service provided by the NYC Department of Education for parent teacher conferences and other needs. This number is readily available in the main office, guidance office and ESL lab.

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

In accordance with the Chancellor's Regulations our programs provide parents with the knowledge that translation and interpretation services are available through Parent Newsletters, Monthly Parent Letters, Parent Handbook, DOE Resources, Helping Involve Parents school internet accessibility, and through ongoing parent workshops. We also display signs at the entrance of the school informing parents that translation and interpretation is available.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 106	DBN: 11X106
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: 60
Grades to be served by this program (check all that apply):
<input 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: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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: 1. All ELL students receive daily ESL services and ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped within heterogeneous classes according to their NYSESLAT levels (beginners, intermediate, advanced). In addition, newly admitted ELLs are evaluated and placed utilizing the results of the LAB-R. ELLs are placed in flexible reading and math groups based upon school assessments (baseline writing, ECLAS, EDM Assessments, Harcourt/Houghton Mifflin Reading Assessments, math baseline assessments and the students learning needs. Since we are a School Wide Project school all students are entitled to Title I services in ELA/MATH/GUIDANCE. We offer extended day (50 minutes of instruction, two days a week (Wednesday and Thursdays) to all of our ELL students. In addition, all eligible ELL students are invited to attend our ESL Saturday Academy program that will begin on January 5, 2013 and will conclude June 1, 2013. This program meets every Saturday during the hours of 8:30 A.M. to 12:30 P.M. The language of instruction is English. Students will be grouped by grade and by ELL level of performance. I am anticipating that we will have (1) - grades 1/2 ELL class, (1) grades 2/3 ELL class and (1) 4/5 ELL class. At the present moment we only have three certified ESL teachers. We need a total of 4 teachers in order to support our ELL population during our Saturday Academy program. The remaining teacher that will be hired to work with our ELL population is licensed and certified Reading teachers that have the expertises and knowledge on how to meet the needs of our ELL students and parents. The ESL teachers will work in conjunction with the classroom teachers either pushing in or pulling out ELL students to give them additional instruction and use various ESL techniques and computer assisted program to enhance and refine the instruction given by the classroom teacher. The ESL staff will begin instruction after they have articulated with the Saturday academy teacher and time will be given to the teacher for this articulation. The materials that we have purchased to support our ELL student population are the following: "Imagine Learning - English as a Second Language Program", Rosetta Stone - ESL program, Leveled libraries from Attanasio and Associates, dictionaries, listening comprehension read alouds with audio tapes to listen, Spotlight on English workbooks, and the use of technology phonics and language programs will be used.

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: Best practices in ESL instruction are provided via site based professional development which is built into the school program. All staff members receive training during professional development days, common preps, faculty conferences, teacher team meetings, grade

Part C: Professional Development

meetings, during lunch and learn meetings and after school professional development opportunities. ESL specialist, literacy coach, Network team ELL specialist and other staff members are invited to provide ongoing support and share ELL methodologies, strategies and resources that will help them better meet the needs of our ELL population. All staff members are provided with training/professional development in order to better understand the ELL population, so that their academic needs are met. In addition, data that is available is used in order to better drive and differentiate instruction for our ELL population. We continue to encourage our staff to use the DOE resources on ARIS Learn that will support, enhance and equip them with additional strategies and techniques that will improve the instruction for our ELL students. The following topics/professional development opportunities will be provided to staff:

- >ELL Home/School connection
- >Professional development on ELL strategies such as TPR, CALLA and graphic organizers
- >developing teacher made materials to support the learning of the ELL students
- >Use of constructivism in implementation of lessons
- >Technology enriched instruction.
- >using the ARTS to support the ELLs
- >Implementation of RTI
- >Building on prior knowledge
- >Use of the writing process in the content areas
- >Instructional conversations
- >Lesson Planning for ELL students
- >Collaborative learning communities within the classroom
- >Using technology to support the different learning styles of our ELL population

The staff members that will provide these services are the following: Ms. Leslie Marcos, Ms. Frances Cleary and Ms. Denise Ranelli - ESL teachers, Ms. Jacqueline Heyward - literacy coach, Ms. Elizabeth Velez - assistant principal and former bilingual teacher, Ms. Joy Fazio - Math Coach, Ms. Eugenia L. Montalvo - principal. We will also invite our Network 606 ELL support specialist to provide some professional development workshops.

Part D: Parental Engagement Activities

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: The Parent Saturday Academy is designed to teach parents conversational English. They meet on Saturdays from 8:30 to 12:30; this program will begin on January 5, 2013 and will conclude June 1, 2013. During these sessions our teacher uses the auditorium to demonstrated conversations with parents and has groups of parents pair by English Language ability. The instructor also groups parents outside of their ethnicity groups. In the past all of the groups stayed with their nationality. Now the teacher mixes nationalities so that parents can interact with people outside of their ethnic group. The parents also engage in a common snack at 10:30 where they eat and socialize with each other to further enhance the experience. The philosophy behind Saturday Academy parent class is that by increasing the English language abilities of the parents that will empower them to get more involved in their childrens' education and become more independent in our ever changing society.

The topics that we discuss with parents are the following:

- >Home work Help
- >Project Achieve Extended School Day with St. Raymond's Program
- >ESL push in/pull out services for our ELL population
- > Saturday Academy ESL parent program
- >Saturday Academy ESL program for our students
- >Provide the Parents with DOE on line resources
- >Provide the Parents with ARIS information
- >Provide the Parents with information/resouces/brochures to have a better understanding of the Citywide Expectations and the new Common Core Literacy Standards.
- >Provide the parents with workshops during Literacy/Math/Social Studies/ESL/Science family night.

Part E: Budget

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

Allocation Amount: \$

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