



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BLYTHEBOURNE
DBN (i.e. 01M001): 20K105
Principal: JOHANNA CASTRONOVO
Principal Email: JCASTRO2@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Johanna Castronovo	*Principal or Designee	
Kathleen Riordan	*UFT Chapter Leader or Designee	
Mei Yue Dong	*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	
Zi Yi Pan	Member/ Elected Parent	
Xue Ya Zeng	Member/ Elected Parent	
Xiao Chen	Member/ Elected Parent	
Wee Mwee (Christine) Lee	Member/ Elected Parent	
Xiu Ying Liu	Member/ Elected Parent	
Xiu Min Wang	Member/ Elected Parent	
Alice Lee	Member/ Assistant Principal	
Donna Amato	Member/ Assistant Principal	
Joann Altieri	Member/ Elected UFT	
Agnes Balla	Member/ Elected UFT	
Yaxiu Hu	Member/ Elected UFT	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

ELA

By June 2014, all students, including students with disabilities and English Language Learners, will demonstrate progress toward achieving State standards as measured by a 2% increase (from 32.2% to 34.2%) in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

The Spring 2012 ELA results show that we have 54.4% performing at Level 3 or 4 and for Spring 2013, 32.2%, which shows a 22.2% decrease in performance. We would like to improve our student progress on performance on the April 2013 NYS ELA Assessment.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Provide a rigorous curriculum and tasks for all students, including students in all subgroups, Students with Disabilities and English Language Learners.
- Engage all students in two literacy tasks aligned to strategically selected Common Core Learning Standards (CCLS). These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all learners, including students with disabilities and English Language Learners.
- Students will complete one task that asks them to read and analyze informational texts and write opinions, and arguments in response and a second task that may focus on the same standards or other key concepts within the literacy standards in ELA, Social Studies and/or Science.
- We will identify a specific "skill set" to enhance student learning and support those students, identified from the ELA data, who are on levels 1&2 and have not met standards, levels 3 & 4 who have shown no growth, and students who scored beginner and who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one years progress based on the DY0 assessment in grades K-2, or the NYC Performance Assessments in K-5.

Professional Development:

1. Danielson's Framework:

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

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

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

Instruction will continue to focus on the explicit teaching of comprehension strategies and include explicit teaching of academic vocabulary to

support comprehension across all subject areas.

Comprehension

After reviewing data from the April 2013 New York State ELA , the NYSESLAT, NYC Performance Assessments, and Fountas and Pinnell Benchmarking assessments, it was found that the focus and emphasis on comprehension as a teaching strategy continues to support student progress.

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

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

We will:

- develop plans to explicitly teach these strategies over the year and implement instructional practices that promote the use of multi strategy use
- use Text Structures and Features to continue to highlight the genre of Persuasive Texts
- support the teaching of comprehension with teaching Vocabulary
- include Vocabulary Development to enhance comprehension
- support teachers to learn how to teach vocabulary through explicit teaching
- focus on academic vocabulary and tier II words.

Vocabulary

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

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

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

teachers provide a balance of ‘just right’ and challenging texts

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

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

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

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

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

- Teachers will work on developing “personalized” learning plans and setting and monitoring both interim and long term goals for individual students
- Teachers will continue to set professional learning goals to improve teacher practice
- Through the collaborative inquiry cycle process, teachers will continue to develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks and in tracking and monitoring students.
- Generation Ready and Literacy Support consultants and coaches will provide professional development for teachers on appropriately challenging tasks using formative and new interim and summative assessments.
- Regular focused walkthroughs will continue to add rigor to this process.
- Teachers will systematically monitor individual student progress to determine the need for further research based instruction and/or intervention for General Ed, Special Ed students and ELLS.

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

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

7. Embedding Technology To Support Literacy:

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

Strategies and activities to support students

- Teachers will become proficient in both oral and written communication using a variety of media and formats which include interactive whiteboards and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn to compile, organize, analyze and synthesize information.
- Teachers will learn how to draw conclusions and make generalizations based on information gathered.
- All teachers will use the school server to effectively and strategically manage the sharing of resources and as an on line management system. These processes can be extended through the rest of the school.

Professional Development

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

Professional Development Activities:

- Support will continue to be given to teachers to learn how to develop their own “Design Your Own” assessments.
- Teachers will continue to learn how to use Quantitative Data and Qualitative Data.
- Generation Ready, Literacy Support consultants and coaches will support teachers in learning about how to set goals, collect data and develop appropriately challenging tasks.
- Inter-active professional development will be utilized for teachers to learn about teaching comprehension. *Teaching Comprehension – An interactive professional development program*
- Capstone Interactive Ebook training to develop the oral language of students
- Training in use of the School Server and eChalk
- Smart Board & Interactive whiteboard training and coaching
- Using multi-media resources to support teaching and learning e.g. iPads
- Reading Tracker – inputting data and customizing reports.
- Developing personalized learning plans using laptops.
- Edward De Bono’s ‘Six Thinking Hats’ to promote thinking and problem solving.
- New Teacher PD’s: Running records, literacy centers, math-instructional shift, NYSESLAT-How to incorporate ESL strategies to inform instruction, Looking the four modalities and challenges, and looking at data to inform instruction
- Questions and Discussion Techniques using DOK-Depth of Knowledge
- How to integrate technology into teaching and learning activities and how to use it to support planning
- Focus on writing: writing process and genre studies
- Scaffold and Differentiate instruction for ELLs of different levels and different needs
- Assessment of students’ native language proficiency level and in the content area
- Research-based effective bilingual and ESL strategies
- Creative ways to improve student language proficiency through Theater Arts using Reader’s Theater
- Technology-based program: Award Reading, Raz-Kids, Discovery Education, National Geographic, etc.

- Writing and aligning Rubrics to the CCLS
- Creating and scaffolding lesson plans on units with appropriately challenging tasks that are rigorous
- Looking at student work to inform next steps
- Gap analysis looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYSESLAT, ELL Periodic Assessment, etc
- Overview of the NYSESLAT to determine challenges for students
- How to create daily lesson plans to teach strategies and skills needed to succeed on the NYSESLAT
- How to implement Close Reading strategies to help ELL students comprehend complex texts
- How to teach vocabulary and grammar to ELL students
- How to target student needs in small group instruction

B. Key personnel and other resources used to implement each strategy/activity

Staff:

- Generation Ready Consultants, Independent Consultants, and Book Publisher Consultants
- Coaches: Four Literacy/Math Coaches, Literacy/Testing Coach, Technology Coach
- Data Specialist
- Seven Reading/AIS/RTI Teachers
- English Language Learners: Five ESL Push-In Teachers
- Special Education: Two SETSS Teacher (1 Monolingual, 1 Bilingual)
- Parent Coordinator

Resources:

- Professional Books
- Grammar and Vocabulary Books
- Comprehension ToolKits (PreK-5)
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / mimio Boards, Document Cameras, scanners and microphones
- Capstone Interactive Ebooks and Award Reading
- eChalk Communication Tool with School, Parents and Students
- Laptop Computers for every teacher
- Laptop Computers for students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Tracking and Monitoring Student Progress:

Using data to track and monitor student progress.

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

- A data specialist will prepare graphic reports to illustrate Math & ELA data both current and trend information. The Core Collaborative Teacher Team will continue to meet once a month and work closely with the coaches, administrators and consultants to help teachers use data on a daily basis to improve student achievement.
- Systems are in place to help teachers use data on an ongoing basis. ARIS assists us in managing data more effectively. Teachers

access student data in ARIS when tracking and monitoring student progress. The effective use of data will help to ensure that instruction in all classes have consistent appropriately challenging tasks that fully engages the learner.

- The Fountas and Pinnell benchmarking system K-5 will continue to be used to monitor student progress. The results from this benchmarking will be tracked on the Reading Tracker.
- Principal and Generation Ready Consultants meet with out of classroom teachers (RTI/AIS/LLI/ESL) one to one, once a month to discuss tracking and monitoring of student progress.

Students K-2 and 3-5

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

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

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

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

Evidence:

Benchmarks to show progress throughout the year

- Reading Levels (F&P) for students show progress throughout the year as tracked on the Reading Tracker at benchmarking periods. Teachers maintain ongoing records on a class excel spreadsheet.
- Student reading levels are recorded two times (October and June) over the year as progress is tracked and monitored. September levels are recorded as end of year levels from the previous year. New students are assessed within 7 days of being placed in their class.

NYC Performance Assessments to plan comprehension strategies

- NYC Performance Assessments to monitor ongoing student learning and to track progress

DYO K-2 Assessment Program

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

Assessment Binders

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

NYS 2014 ELA and NYSESLAT assessments.

D. Timeline for implementation and completion including start and end dates

September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- A PAP (Professional Activity Period) once a week and a Prep period once a day is included in every teacher's schedule for Professional Development and Planning.
- Collaboration Periods: A Special Education\Globe(Gifted)\Technology\Facilitator(Instructional Leads) Collaboration period is programmed in teachers' schedule to plan and collaborate.
- All Mentor/Mentees' receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common Prep period where they can meet and collaborate when needed.
- Reading/AIS/RTI teacher's schedule is programmed by supervisors to ensure that all students who need the service are being serviced.
- SETSS teachers' schedule is programmed by the Special Education Supervisor to ensure every student who needs Special Education or At-Risk service is being serviced.
- ESL Push-in Teachers' schedule is created by the ELL Coordinator to ensure that every student who need ESL service are being serviced.
- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improve teaching practices for teachers.

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 school:

- provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children,

including alternative formats upon request, and to the extent practicable, in a language parents understand.

- conducts parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provides parents with frequent reports on their children's progress. Specifically, the school provides reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
- provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provides parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences are conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- introduces parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive.
provides monthly PTA meetings to inform parents about the wide range of assessments and mandated school policies regarding their children throughout the year.
- partners with CBOs (Community Based Organizations) such as the Brooklyn Chinese American Association (BCA), the Brooklyn Chinese Planning Council (CPC), and the Maimonides Medical Center to provide workshops in parenting skills, health benefit issues, immigration issues, and child development, etc.
- evaluates the needs of our parents by using data from the LES (Learning Environment Survey), concerns and suggestions from parents, school staff, and students.
- collaborates with the parent coordinator and surveys parents in their interest and concerns. We ask for feedback from our parents at the PTA meetings with an average attendance of 200 -300 parents.

Parent workshops/activities include:

- Introduce ELL programs or a new academic program to parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Conduct workshop on the citywide instructional shifts and the CCLS

- Conduct Reading Workshops on how to read and ask questions in the Native Language to promote students' reading comprehension
- Provide adult ESL, technology, and parenting classes
- Set up parent lending library with resources for parents as well as for students in the different languages
- Family trips to cultural institutions (Parents with their children)
- Participate in Cool Culture-Complimentary Admission to over 75 of the City's renowned cultural institutions, museums, botanical gardens, and zoos
- Representation of the student population on the PTA executive board and the school SLT
- Workshops on social and health wellness for parents and students
- Workshops on the cultural differences on school expectations and disciplinary actions in the U.S. school system
- Native language books in the different genres for students to take home and read with their parents
- Attendance Policy and School Matters
- Educational Resources and Websites
- Preparing students for State tests-ELA, Math, Science and NYSESLAT
- Accessing and utilizing ARIS Parent Link
- Gifted and Talented
- Summer Reading Club and P.S. 105's Summer Program
- School Transition Support: Kindergarten Orientations/Workshops and Middle School Preparation/Application Procedures Workshops
- Curriculum Conference and Open School Week
- Parent Workshop on Anger Management provided by BCA (Brooklyn Chinese American Association)
- Set up eChalk Communication Tool with School, Parents and Students for Emergency Alerts and provide parent workshops on how to utilize it effectively

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

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

Mathematics

By June 2014, all students, including students with disabilities and English Language Learners, will demonstrate progress toward achieving State standards as measured by a 1% increase (from 59.5% to 60.5%) in students scoring at Levels 3 & 4 on the NYS Math assessment.

Comprehensive Needs Assessment

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

The Spring 2012 Math results show that we have 84.4% performing at Level 3 or 4 and for Spring 2013, 59.5% which shows a 24.9% decrease in performance. We would like to improve our student progress on performance on the April 2013 NYS Math Assessment.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

- To engage all students in a cognitively demanding math curriculum that supports the development of modeling, constructing or exploring mathematical reasoning to arrive at a viable solution.
- Engage all students in two rigorous CCLS math units of study that focus on the major work of the grade and mathematical practices 3 and/or 4. This unit of study will be embedded in our CCLS aligned curriculum, informed by a common teaching framework that will include appropriately challenging tasks for all learners, including students with disabilities and English Language Learners. The second unit will also focus on math practices 3 and/or 4 as well as other relevant math practices and may center on standards in the same domain or on other major work of the grade.
- Students will engage in cognitively demanding mathematical tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Implement the 'Investigations' math program in all classrooms, whilst also introducing aspects of Contexts For Learning (CFL) and Cognitively Guided Math Instruction (fractions).
- Design and develop a pacing calendar that aligns with the NYS Emphasis for Mathematical Content.

Teachers will:

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

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

1. *Students have mathematical ideas.* Students come to school with ideas about numbers, shapes, measurements, patterns, and data. If given the opportunity to learn in an environment that stresses making sense of mathematics, students build on the ideas they already have and learn about new mathematics they have never encountered. They learn mathematical content and develop fluency and skill that is well grounded in meaning. Students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems.
2. *Teachers are engaged in ongoing learning* about mathematics content, pedagogy, and student learning. The curriculum provides material

for professional development, to be used by teachers individually or in groups that supports teachers' continued learning as they use the curriculum over several years. The *Investigations* curriculum materials are designed as much to be a dialogue with teachers as to be a core of content for students.

3. *Teachers collaborate with the students and curriculum materials* to create the curriculum as enacted in the classroom. The only way for a good curriculum to be used well is for teachers to be active participants in implementing it. Teachers use the curriculum to maintain a clear, focused, and coherent agenda for mathematics teaching. At the same time, they observe and listen carefully to students, try to understand how they are thinking, and make teaching decisions based on those observations.

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

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

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

EMBEDDING TECHNOLOGY TO SUPPORT MATH:

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

Strategies and activities to support students to achieve the goal.

- We will support teachers to become proficient in oral and written communication using a variety of media and formats which include interactive whiteboards and a range of software programs. They will learn how to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.
- Teachers will continue to use the Think Aloud strategy to draw conclusions and make generalizations based on information gathered using technologies.

- Email will be increasingly used for communicating and sharing with teachers. Curriculum planning documents will now be emailed to teachers when final drafts are complete. These documents will be stored on our school server as well.

IMPLEMENTING COMMON CORE STATE STANDARDS THROUGH INTEGRATED CURRICULUM PLANNING:

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

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

Professional Development:

- Generation Ready and Literacy Support consultants will work with the coaches, and classroom teachers to implement comprehension strategies and vocabulary into mathematical problem solving.
- Consultants and Assistant Principals will support coaches, cluster teachers, and classroom teachers to learn how to use comprehension strategies and teach vocabulary in math.
- The coaches will support teachers in effective use of manipulatives.
- The coaches and Generation Ready Math Consultant will monitor the ongoing implementation of all aspects of the Investigations program.
- Professional Development will be provided with the support of Generation Ready consultants in using a variety of media and formats which include interactive whiteboards and a range of software programs. Professional Development will be provided in using technologies to access and exchange information in a variety of ways and learn how to compile, organize, analyze and synthesize information.
- Teachers will continue to learn how to use Excel class spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction.
- Implementation of ECAM for all students in K-2 and for 'at risk' students in 3-5. This will include how to administer, analyze and use for future planning.
- Developing cognitively demanding tasks for all learners.
- Teachers will be able to access information gathered using technologies. This information will be valuable in order for teachers to set individual teacher and student goals and individualized learning plans.
- Teachers will learn how to integrate technology into teaching and learning activities and how to use it to support integrating math into the curriculum planning.

Specific PD activities

Investigations as delivered by Investigations trainers.

Smart Board & Interactive whiteboard training and coaching

Using multi-media resources to support teaching and learning

Training in the use of the school server.

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

Promoting mathematical thinking and problem solving through "Think Aloud"

Edward De Bono's 'Six Thinking Hats'

Math Games

Scaffold and Differentiate instruction for ELLs/IEP students of different levels and different needs

Research-based effective bilingual and ESL strategies

Creating and scaffolding lesson plans on units with appropriately challenging tasks that are rigorous

Looking at student work to inform next steps

Gap analysis looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYC Performance Assessments, etc

How to target student needs in small group instruction

• **Key personnel and other resources used to implement each strategy/activity**

Staff:

- Generation Ready Consultants and Independent Consultants
- Coaches: Four Literacy/Math Coaches, Literacy/Testing Coach, Technology Coach
- Data Specialist
- Seven AIS/RTI Teachers
- English Language Learners: Five ESL Push-In Teachers
- Special Education: Two SETSS Teacher (1 Monolingual, 1 Bilingual)
- Parent Coordinator

Resources:

- Professional Books
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / mimio Boards, Document Cameras, scanners and microphones
- Laptop Computers for every teacher
- Laptop Computers for students
- Investigations Program resources and materials
- Mathematics Manipulatives

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teachers track and monitor student progress.
- Teachers use data to inform all instructional groups and to choose resources.
- The Generation Ready consultants work with coaches and teachers to development of consistent assessment practices and processes for K-5.
- Specific Investigations assessment data are collected and recorded in class excel spreadsheets
- Teachers use data collected from formal assessments (NYC Performance Assessments).
- Informal observations are used to collect qualitative data.
- Teachers use data collected from DY0 Assessments
- Early Childhood Assessment in Mathematics (ECAM) are used as a formative assessment in Counting, Addition/Subtraction and Numeration units of study. The data are also used to track and monitor student progress within these concepts as students move from Kindergarten through to 2nd Grade.
- Teachers use data to set in individual student goals.
- Teachers use data to create personalized student learning plans and ensure that they are challenging and raising the academic profile of the schools high achieving and meeting the needs of low performing students.

Evidence:

- Results of the NYS math test 2014
- Mid Year assessments
- End of Year Assessments
- DYO Assessment
- Teacher Use Survey results – graphs to show results
- Informal data collection through observation and conference
- Assessment Binders which include class excel spreadsheets

• Timeline for implementation and completion including start and end dates

September 2013-June 2014

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

- A PAP (Professional Activity Period) once a week and a Prep period once a day is included in every teacher's schedule for Professional Development and Planning.
- Collaboration Periods: A Special Education\Globe(Gifted)\Technology\Facilitator(Instructional Leads) Collaboration period is programmed in teachers' schedule to plan and collaborate.
- All Mentor/Mentees' receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common Prep period where they can meet and collaborate when needed.
- AIS/RTI teacher's schedule is programmed by supervisors to ensure that all students who need the service are being serviced.
- SETSS teachers' schedule is programmed by the Special Education Supervisor to ensure every student who needs Special Education or At-Risk service is being serviced.
- ESL Push-in Teachers' schedule is created by the ELL Coordinator to ensure that every student who need ESL service are being serviced.

- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improve teaching practices for teachers.

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 school:

- provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- conducts parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provides parents with frequent reports on their children's progress. Specifically, the school provides reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment

binders for each child and contact parents for discussing child progress when needed.

- provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provides parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences are conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences

Parent workshops/activities include:

- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Conduct workshop on the citywide instructional shifts and the CCLS
- Provide adult ESL, technology, and parenting classes
- Set up parent lending library with resources for parents as well as for students in the different languages
- Workshops on social and health wellness for parents and students
- Workshops on the cultural differences on school expectations and disciplinary actions in the U.S. school system
- Native language books in the different genres for students to take home and read with their parents
- Attendance Policy and School Matters
- Educational Resources and Websites
- Preparing students for State tests-ELA, Math, Science and NYSESLAT
- Accessing and utilizing ARIS Parent Link
- P.S. 105's Summer Program
- Math Problem Solving Skills
- Curriculum Conference and Open School Week
- Set up eChalk Communication Tool with School, Parents and Students for Emergency Alerts and provide parent workshops on how to utilize it effectively

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Teacher Effectiveness / Strengthen teacher practice

By June 2014, 98% of teachers will deepen their understanding and teaching effectiveness of differentiation of instruction to maximize student learning as evidenced by 3 informal, 1 formal or 6 informal observations of teachers using the Danielson Framework for Effective Teaching.

Comprehensive Needs Assessment

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

Our large population of English Language Learners, approximately 56% necessitates that the school continues its efforts by providing extensive staff development for our entire staff. We will continue rigorous Staff Development with teachers in comprehension strategies, and the use of technology to support instruction, to organize data, and monitor student progress. Professional development will be provided to help teachers effectively teach the Questioning and Discussion Techniques in order to improve student comprehension in literacy in all grades.

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

We have 8 newly hired teachers this school year. Therefore, there is a need to support them with training and PD's in order to enhance teacher effectiveness and to achieve excellence in student work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Observations/Feedbacks:

The Principal and Assistant Principals will engage in short, frequent cycles of classroom observations, examine and reference the feedback teachers receive and their involvement in second order change.

Principals and assistant principals will:

1. Engage in collaborative examination of student work
2. Give timely, specific, evidenced based feedback to teachers based on *A Framework for Teaching*.
3. Provide all teachers with a copy of *Enhancing Professional Practice A Framework for Teaching* to articulate clear expectations for teacher practice and serve as the focus for teacher development.
4. Strengthen their own capacity to improve high quality feedback to teachers through focused professional learning and practice.

Collaborative Teacher Team:

All teachers will be involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on

appropriately challenging tasks. This process will also facilitate professional development and improve teaching practices for teachers. Teachers will set short and long term goals for individual students to support student learning. They will integrate the use of technology to organize assessment data, and to track and monitor students' learning progress. Educational consultants, administrators, coaches, and teachers will provide professional development on comprehension with an emphasis on the strategy of Questioning and Discussion Techniques to support the work of all teachers. In addition to participating on the Collaborative Teacher Teams, all teachers will set professional learning goals according to the Charlotte Danielson's: A Framework for Teaching. This process will facilitate professional development and improve teaching practices for teachers. This will enhance the inquiry process. They will integrate the use of technology to organize assessment data, and to track and monitor students' learning progress. □

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

Domain 1: Planning and Preparation,
Component 1e: Designing Coherent Instruction

Support teachers to plan coherent instruction.

Teachers will design long range learning plans.

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

- Purposeful learning activities
- Appropriate instructional materials and resources
- Student groupings that are flexible and variable
- Coherent lesson and unit structure

Domain 2: Classroom Environment

Component 2b: Establishing a culture for learning

Support teachers in establishing high expectations for student learning, participation and work

Domain 3: Instruction,

Component 3b: Using Questioning and Discussion Techniques.

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

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

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

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

- End of year reflections on individual professional growth

Component 3c: Engaging students in learning

Teachers will plan and design Activities and Assignments that:

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

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

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

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

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

Component 3d: Using assessment in instruction:

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

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

- Questions they ask
- Responses they give
- Approaches to projects and assignments
- Work they produce

Providing Feedback to Students

The process of feedback individualizes instruction and ensures each student knows the extent to which performance meets standards.

Teachers will provide feedback equitably so that all students receive feedback on their work. Teachers will guide students in using feedback from a variety of sources that include

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

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

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

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

• **Key personnel and other resources used to implement each strategy/activity**

Staff:

- Generation Ready Consultants, Independent Consultants, and Book Publisher Consultants
- Coaches: Four Literacy/Math Coaches, Literacy/Testing Coach, Technology Coach
- Data Specialist
- Parent Coordinator

Resources:

- Charlotte Danielson *Enhancing Professional Practice A Framework for Teaching*
- DOE Citywide Instructional Expectations
- Professional Books
- Grammar and Vocabulary Books
- Comprehension ToolKits (PreK-5)
- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / mimio Boards, Document Cameras, scanners and microphones
- Capstone Interactive Ebooks and Award Reading
- eChalk Communication Tool with School, Parents and Students
- Laptop Computers for every teacher

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Evidence:

- Formal Observations and Informal Observations to assess teacher performance and effectiveness.
- Observations will be conducted by administrators and provide timely, specific, evidenced based feedback based on rubrics from *Enhancing Professional Practice A Framework for Teaching*.
- Observations will be conducted between October and May and feedback will be provided within 10 days of the observation.
- Rubrics from *Enhancing Professional Practice A Framework for Teaching* will be used as a guide for PD.

- **Timeline for implementation and completion including start and end dates**

September 2013-June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- A PAP (Professional Activity Period) once a week and a Prep period once a day is included in every teacher's schedule for Professional Development and Planning.
- Collaboration Periods: A Special Education\Globe(Gifted)\Technology\Facilitator(Instructional Leads) Collaboration period is programmed in teachers' schedule to plan and collaborate.
- All Mentor/Mentees' receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common Prep period where they can meet and collaborate when needed.

- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improve teaching practices for teachers.

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 school:

- provides parents with frequent reports on their children's progress. Specifically, the school provides reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
- provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provides parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences are conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences

Parent workshops/activities include:

- Explain the state and the city's regulations, new initiatives, citywide instructional shifts and the CCLS

- Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Preparing students for State tests-ELA, Math, Science and NYSESLAT
- Accessing and utilizing ARIS Parent Link
- Curriculum Conference and Open School Week
- Set up eChalk Communication Tool with School, Parents and Students for Emergency Alerts and provide parent workshops on how to utilize it effectively

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Closing the Achievement Gap

By June 2014, Students with Disabilities (SETSS, Self-Contained and ICT) will demonstrate progress toward achieving State standards as measured by a 2% increase (from 50% to 52%) in "Percent in 75th Growth Percentile or Higher" on the NYS ELA assessment.

Comprehensive Needs Assessment

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

Summary of School Performance Trends:

All Grades –Students with Disabilities			
Percent in 75th Growth Percentile or Higher, ELA, Self-Contained/ICT or SETSS			
School Year	2010-2011	2011-2012	2012-2013
Percent	52%	57.6%	50%

The Spring 2012 ELA results for the subgroup, Students with Disabilities (SETSS, Self-Contained and ICT) show that we have 57.6% in "Percent in 75th Growth Percentile or Higher" and for Spring 2013, 50%. This shows that we have a 7.6% decrease in growth percentile. There is a need to target this subgroup to help make gains in student growth on the April 2014 NYS ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

Response To Intervention (RTI):

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

Special Education Collaboration:

- Special Education teachers meet once a week with the Special Education Supervisor to collaborate, plan and share best practices.
- Create and Implement Individual Modification Plans/Charts
- How to look at student data, assessments and IEP's to inform instruction and implement effective strategies.
- Support Special Education teachers in improving their planning and delivery to ensure maximum student – teacher-para-professional instructional time.
- Ensure that the needs of all students are met through an emphasis on maximizing high quality teaching instruction for individual and flexible groups of students.

SAT (School Assessment Team): The School Assessment Team assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services to at-risk students identified by the classroom teacher. The Team attends a monthly PPT (Pupil Personnel Team) meeting in which they review the teacher's recommendations and concerns. Together, they develop an action plan to support the needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, outside psychotherapy, related services (speech, occupational therapy, physical therapy or hearing), etc.

Flexible Programming:

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

Additional Support:

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

• **Key personnel and other resources used to implement each strategy/activity**

Staff:

- Generation Ready Consultants, Independent Consultants, and Book Publisher Consultants
- Coaches: Four Literacy/Math Coaches, Literacy/Testing Coach, Technology Coach

- Special Education Consultant
- Guidance Counselors, Social Worker, Psychologist and Related Service Providers
- Data Specialist
- Seven Reading/AIS/RTI Teachers
- English Language Learners: Five ESL Push-In Teachers
- Special Education: Two SETSS Teacher (1 Monolingual, 1 Bilingual)
- Parent Coordinator

Resources:

- Professional Development-Workshops
- Copies of *The RTI Daily Planning Book – Gretchen Owocki* have been distributed to all teachers
- Smart Boards / mimio Boards, Document Cameras, scanners and microphones
- Capstone Interactive Ebooks and Award Reading
- Laptop Computers for every teacher
- Laptop Computers for students
- Special Education PDs, both Internal and External
- Special Education Educational Websites
- Professional Books-Strategies that Work by Stephanie Harvey
- Articulation with School Assessment Team and Teachers
- Collaboration between Special Education teachers
- Customize Individual Accommodations, i.e. Anchor charts, Sentence Starters, graphic organizers, etc.
- Interactive Technology for Special Needs Students
- Tools to meet individual student needs, i.e. a ball to keep hands occupied, visuals, etc.
- Individual Modification Plans/Charts

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

IEP Progress Reports-3 times a year

Benchmarks to show progress throughout the year:

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

NYC Performance Assessments to plan comprehension strategies:

- NYC Performance Assessments to monitor ongoing student learning and to track progress

DYO K-2 Assessment Program:

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

Assessment Binders:

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

• **Timeline for implementation and completion including start and end dates**

September 2013-June 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- A PAP (Professional Activity Period) once a week and a Prep period once a day is included in every teacher's schedule for Professional Development and Planning.
- Collaboration Periods: A Special Education\Globe(Gifted)\Technology\Facilitator(Instructional Leads) Collaboration period is programmed in teachers' schedule to plan and collaborate.
- All Mentor/Mentees' receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common Prep period where they can meet and collaborate when needed.
- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improve teaching practices for teachers.

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 school:

- provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- conducts parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provides parents with frequent reports on their children's progress. Specifically, the school provides reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
- provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provides parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

- Curriculum Conferences are conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
- During Open School Week, parents will be invited to participate in classroom activities in all content areas.
- Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- introduces parents to the importance of reading and how they can support their children in reading through various meetings (orientations, PTA). Free books will be given out as incentive.
- partners with CBOs (Community Based Organizations) such as the Brooklyn Chinese American Association (BCA), the Brooklyn Chinese Planning Council (CPC), and the Maimonides Medical Center to provide workshops in parenting skills, health benefit issues, immigration issues, and child development, etc.

Parent workshops/activities include:

- Explain the state and the city’s regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Conduct workshop on the citywide instructional shifts and the CCLS
- Set up parent lending library with resources for parents as well as for students in the different languages
- Workshops on social and health wellness for parents and students
- Native language books in the different genres for students to take home and read with their parents
- Attendance Policy and School Matters
- Educational Resources and Websites
- Preparing students for State tests-ELA, Math, Science and NYSESLAT
- Accessing and utilizing ARIS Parent Link
- Curriculum Conference and Open School Week
- Parent Workshop on Anger Management provided by BCA (Brooklyn Chinese American Association)
- Set up eChalk Communication Tool with School, Parents and Students for Emergency Alerts and provide parent workshops on how to utilize it effectively

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.														
X	Tax Levy		X	Title IA		X	Title IIA		X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.														

Goal and Action Plan #5

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.

Critical Personal and Academic Behaviors

By June 2014, 100% of the teachers will model, explicitly teach and assess students on the critical academic and personal behaviors necessary for college

and career readiness: persistence, engagement, work habits/organization, communication/collaboration and self-regulation as measured by student self assessments and teacher observations.

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.

Academic and Personal Behaviors are a part of the current DOE Citywide Instructional Expectations.

During school meetings, the school staff came together and discussed what the school can do to help students succeed.

The school observes that many students are not completing tasks or reaching their full potential because they are lacking the critical academic and personal behaviors. Persistence, engagement, work habits/organization, communication/collaboration and self-regulation are all critical in students' succeeding and for college and career readiness. We believe that when students acquire these critical behaviors, they will succeed. Therefore, there is a need for this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategies/Activities:

- Provide teachers with PD and support on teaching Critical Personal and Academic Behaviors

Persistence:

Examples include:

- Students show persistence through task completion despite setbacks
- Teachers discuss with students about effort and seeking help from others to improve learning strategies
- School creates a system and an environment that supports students' commitment to their educational goals

Engagement:

Examples include:

- Student involvement in school activities
- Teachers show that they value academic engagement by creating opportunities to hear student voices and involve students and parents in school activities
- School provides professional development for teachers and staff to build cultural competence and offer opportunities for meaningful family engagement

Work Habits/Organization Skills:

Examples include:

- Students work independently and organize their time and effort effectively
- Teachers teach time management by utilizing planners and designing instructional activities that provide direction for note-taking from texts and instruction on how to organize important information
- School provides professional development for teachers in classroom organization and building students' work habits and organizational skills

Communication/Collaboration Skills:

Examples include:

- Students communicate effectively in multiple formats (speaking/listening, writing, technology) and work collaboratively with peers

- Teachers create opportunities for collaboration and communication and provide opportunities for students to revise work and present it with precision and polish, and include multiple formats for presentation (such as: written, digital, oral, individual, group)
- School provides professional development on communication and collaboration skills and coordinates an effective school-wide communication and collaboration system

Self-Regulation:

Examples include:

- Students independently solve problems and develop self-reflection skills
- Teachers create an environment of respect and rapport and teach students to manage feelings appropriately and problem-solve
- School creates a school-wide reinforcement system for positive behavior

- Engage all students in four learning activities every six weeks that aligned to the critical and academic behaviors
- Instructional Leads to establish a bank on learning activities linked on each of the critical academic and personal behaviors
- Teachers create self assessments for students on critical personal and academic behaviors
- Students identify and set goals for themselves that are aligned to each of the behaviors
- All students complete at least one self-reflection on one of the critical academic and personal behaviors
- Teachers and students track their growth on critical personal and academic behaviors

2. Key personnel and other resources used to implement each strategy/activity

Staff:

- Generation Ready Consultants, Independent Consultants, and Book Publisher Consultants
- Coaches: Four Literacy/Math Coaches, Literacy/Testing Coach, Technology Coach
- Guidance Counselors and Social Worker
- Parent Coordinator

Resources:

- DOE Citywide Instructional Expectations
- Professional Books
- Professional Development-Workshops
- Charlotte Danielson *Enhancing Professional Practice A Framework for Teaching*

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Student self reflections and self assessments on critical personal and academic behaviors
- Teacher observations of students progress in behaviors observed (i.e. tasks completions in timely manner) and student work
- Students' critical personal and academic goals being met
- Teachers and students track their growth on critical personal and academic behaviors
- Teacher informal/formal observations of the execution of lessons that shows the teaching of these critical behaviors
- Students display an improved knowledge of the critical academic and personal behaviors necessary for college and career readiness.
- Improved student behavior and learning responsibility.
- Demonstrates school responsibility, good citizenship and the importance of effective collaboration.
- Students demonstrate improved study habits.
- Increased respectful student/student, student/adult interactions within the school community.

4. Timeline for implementation and completion including start and end dates

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- A PAP (Professional Activity Period) once a week and a Prep period once a day is included in every teacher's schedule for Professional Development and Planning.
- Collaboration Periods: A Special Education\Globe(Gifted)\Technology\Facilitator(Instructional Leads) Collaboration period is programmed in teachers' schedule to plan and collaborate.
- All Mentor/Mentees' receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common Prep period where they can meet and collaborate when needed.

- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers will look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improve teaching practices for teachers.

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 school:

- conducts parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- provides parents with frequent reports on their children's progress. Specifically, the school provides reports as follows:
 - Official report cards will be distributed to all parents throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
- provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she can call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- provides parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
- provides parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences are conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
 - Staff will present pertinent curricula information to parents as follows:
Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
- partners with CBOs (Community Based Organizations) such as the Brooklyn Chinese American Association (BCA), the Brooklyn Chinese Planning Council (CPC), and the Maimonides Medical Center to provide workshops in parenting skills, health benefit issues, immigration issues,

and child development, etc.

- evaluates the needs of our parents by using data from the LES (Learning Environment Survey), concerns and suggestions from parents, school staff, and students.
- collaborates with the parent coordinator and surveys parents in their interest and concerns. We ask for feedback from our parents at the PTA meetings with an average attendance of 200 -300 parents.

Parent workshops/activities include:

- Explain the state and the city’s regulations, new initiatives, citywide instructional shifts and the CCLS
- Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Workshops on social and health wellness for parents and students
- Workshops on the cultural differences on school expectations and disciplinary actions in the U.S. school system
- Native language books in the different genres for students to take home and read with their parents
- Attendance Policy and School Matters
- Educational Resources and Websites
- Preparing students for State tests-ELA, Math, Science and NYSESLAT
- Accessing and utilizing ARIS Parent Link
- Curriculum Conference and Open School Week
- Parent Workshop on Anger Management provided by BCA (Brooklyn Chinese American Association)
- Set up eChalk Communication Tool with School, Parents and Students for Emergency Alerts and provide parent workshops on how to utilize it effectively

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Academic Intervention Services for ELA are provided as follows: RTI (Response to Intervention), LLI (Leveled Literacy Intervention), Extended Day, ELL Success Afterschool, ELL Success Saturday Academy, Summer Closing the Gap, Award Reading (Technology Interactive reading program), and Raz-Kids (Online Leveled Reading).	Small Group Instruction	During the school day, before/after school and Saturday
Mathematics	Academic Intervention Services for Mathematics are provided as follows: Extended Day, ELL Success Afterschool and small group instruction by the classroom teacher. We use the Math program, Investigations, which is an inquiry based approach to Math.	Small Group Instruction	During the school day and before/after school
Science	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are addressed in small groups by the classroom teacher.	Small Group Instruction	During the school day
Social Studies	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to understand and learn	Small Group Instruction	During the school day

	curriculum in their native language.		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The school's bilingual guidance counselors provide the following at-risk services: conflict resolution, anger management, behavior intervention, social-emotional intervention, self-esteem enhancement, motivation booster, school bullying prevention and intervention, middle school articulation, parental education, and parental outreach regarding students' behavior, social emotional and academic performances. The guidance counselors provide these services through parent meeting, group and/or individual counseling, classroom inter-visitations and student workshops.</p> <p>In addition, the school's bilingual guidance counselors are providing after school parental workshops with their child/children on how interact/engage/communicate with their child/children through academic/social learning games.</p> <p>The school's psychologist assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services to at-risk students identified by the classroom teacher. The school psychologist attends a monthly PPT (Pupil Personnel Team) meeting in which the team, which includes the school</p>	<p>Group and Individual</p>	<p>During the school day and before/after school</p>

psychologist, reviews the teacher's recommendations and concerns. The team develops an action plan to support the needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, outside psychotherapy, related services (speech, occupational therapy, physical therapy or hearing), etc.

The school's **social worker** discusses and addresses teacher concerns regarding at-risk students. The social worker does classroom observations, conducts parent meetings and provides individual or group counseling (boost confidence, self-image, motivation, conflict resolution) to the identified at-risk student(s). The social worker articulates with classroom teachers and student providers to develop a support plan based on student needs. In addition, the social worker conducts parent education workshops to provide them with skills, strategies, resources, and parent rights to help children succeed in school.

The school's **health aide and nurse** provide health workshops on asthma, obesity and nutrition to at-risk students in order to prevent any

	<p>health crisis. Vision and hearing are tested and letters are sent home to parents to follow-up if a child fails either test. Hygiene lessons are given throughout the year based on teacher recommendations.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.

X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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All Title I Schools

Highly Qualified Teachers (HQT)

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

- The administrative staff attends hiring fairs to recruit highly-qualified teachers
- The payroll secretary works closely with the Network HR Point person on an ongoing basis to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines
- Mentors and Coaches are assigned to support struggling and un-qualified teachers
- Monthly Mentor/Mentee meetings with Assistant Principal and consultant to support new teachers
- Mentors/Mentees meet 1 period per week to discuss and support effective teaching and learning
- All teachers meet once a week during PAP, Professional Activity Period for Professional Development with supervisors, coaches, staff developers, etc. within the grade
- New Teacher Professional Development on Saturdays

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development Activities:

- Inter-active professional development for teachers to learn about teaching comprehension. *Teaching Comprehension – An interactive professional development program*
- How to integrate technology into teaching and learning activities and how to use it to support planning
- How to use Excel spreadsheets & ARIS to effectively collect and analyze class and individual student data to drive instruction i.e., K-2 DYO assessments, K-5 NYC Performance assessments
- Smart Board & Interactive whiteboard training and coaching
- Using eChalk to support classroom programs
- Using multi-media resources to support teaching and learning e.g. iPads
- Reading Tracker – inputting data and customizing reports.
- Developing personalized learning plans using laptops.
- Edward De Bono's 'Six Thinking Hats' to promote thinking and problem solving.
- New Teacher PD's: Running records, literacy centers, math-instructional shift, NYSESLAT-How to incorporate ESL strategies to inform instruction, Looking the four modalities and challenges, and looking at data to information instruction

Weekly Professional Activity Period (PAP):

- Focus on writing: writing process and genre studies
- Scaffold and Differentiate instruction for ELLs of different levels and different needs

- Assessment of students' native language proficiency level and in the content area
- Research-based effective bilingual and ESL strategies
- Creative ways to improve student language proficiency through Theater Arts using Reader's Theater
- Technology-based program: Award Reading, Raz-Kids, Discovery Education, National Geographic, etc.
- Writing and aligning Rubrics to the CCLS
- Creating and scaffolding lesson plans on units with appropriately challenging tasks that are rigorous
- Looking at student work to inform next steps
- Gap analysis looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYSESLAT, ELL Periodic Assessment, etc
- Overview of the NYSESLAT to determine challenges for students
- How to create daily lesson plans to teach strategies and skills needed to succeed on the NYSESLAT
- How to implement Close Reading strategies to help ELL students comprehend complex texts
- How to teach vocabulary and grammar to ELL students
- How to target student needs in small group instruction

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Identified at-risk students are provided Academic Intervention Services through the RTI (Response Through Intervention Program)
- The school's Guidance Counselors and Social Worker conduct the following lessons/workshops:
 - Students/Parents:**
 - Social Skills: Anti-Bullying/Diversity/School Safety/Tolerance
 - Self-Esteem
 - Conflict Resolution
 - Morning Monitors
 - Can Food Drive
 - Yard Sale
 - Movie Night
 - Parenting Classes
 - Classroom and school rules on respect and self-regulation are provided to individual classes
 - Workshops for Staff:**
 - Child Abuse Awareness
 - Suicidal Prevention
 - Learn More About the Discipline Code
 - SAVE Room
 - Verbal Abuse
 - Corporal Punishment
 - Respect for All
 - How to Motivate Our Students
 - Rights and Services for Students in Temporary Housing
 - Workshops for Parents:**
 - What should parents know about children's development?
 - What basic school readiness skills should Kindergarten and 1st graders have?
 - How should parents/caregivers tune to their children's needs? (Need for virtues and good citizenship)
 - How should parents/caregivers tune to their children's needs? (Educational needs)
 - What services does the school provide to its students?
 - What difficulties do you experience living in the U.S. and in your home country?

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Kindergarten Orientation for Parents during the end of August-School procedures and matters, student and parent responsibilities, etc.
- Open School Week for Kindergarten Students
- Curriculum Conference-CCLS-Conducted by the Bilingual Guidance Counselors
- Parent Workshops-During PTA Meetings: Kindergarten registration process, how to prepare your child/children for school, etc.
- Guidance Counselors-Workshops for parents: School Expectations, effective discipline techniques, school policies, school rules and routines, etc.
- School Tour provided by the Bilingual Guidance Counselors and parent coordinator

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Teachers participate in the decision making process during weekly PAP's (Professional Activity Period) and during the Collaboration Periods: Special Education\ Globe (Gifted)\ Technology\ Facilitator(Instructional Leads).
- All teachers are involved in Inquiry Team work. Each grade level teacher and out of classroom teachers will form Collaborative Teacher Teams to utilize the inquiry process. Using the inquiry process, teachers look at student work to strengthen teacher practices to improve student learning and develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on appropriately challenging tasks. This process also facilitates professional development and improves teaching practices for teachers.
- Teachers set short and long-term goals for individual students to support student learning.
- All teachers set professional learning goals according to the Charlotte Danielson's: A Framework for Teaching. This process facilitates professional development and improves teaching practices for teachers. This enhances the inquiry process.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

P.S. 105 PARENT INVOLVEMENT POLICY (PIP)

PS 105 agrees to implement the following statutory requirements:

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

achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect the school year 2013-2014.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 105 School-Parent Compact

School Responsibilities:

PS 105 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Please see school Comprehensive Educational Plan 2013-2014 for school goals and action plans.
- Conduct parent-teacher conferences (twice a year) during which this Compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- Official report cards will be distributed throughout the school year, 2 times for kindergarten classes (in January and June) and 3 times for grades 1-5 (November, March and June). In addition to this, test reports, Reading, Writing and Math Goals, as well as Progress Reports for IEP and Special Education Students will also be given to the parents. Teachers keep assessment binders for each child and contact parents for discussing child progress when needed.
- Parents can also utilize DOE data system, ARIS to monitor their child's learning. Parents have access to ARIS as a mean of monitoring their child's performance and progress. Workshops will be given on accessing and understanding the ARIS Parent Link.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can meet teachers at a time other than the parent-teacher conferences. When a parent needs to see a teacher, he/she needs to call the school's parent coordinator to set up an appointment with teacher.
 - The teacher can meet the parent during her/his prep time or the school will arrange coverage to release the teacher.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The school has an open door policy.
 - Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Curriculum Conferences will be conducted by classroom teachers (Grades K through 5) during the beginning of the school year.
 - During Open School Week, parents will be invited to participate in classroom activities in all content areas.
- Staff will present pertinent curricula information to parents as follows:
 - Instructional focus at monthly PTA meetings, parenting workshops and curriculum conferences
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

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

Parent Responsibilities:

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

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

Student Responsibilities:

Students will:

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

- try to resolve disagreements or conflicts peacefully
- always try their best to learn

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 105
School Name The Blythebourne		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Johanna Castronovo	Assistant Principal Alice Lee, D. Amato, S. Chen
Coach Elizabeth Hass	Coach Danielle Bress
ESL Teacher Kathleen Riordan	Guidance Counselor Betty Wan
Teacher/Subject Area Cynthia Rotella/ESL	Parent Mei Yue Dong
Teacher/Subject Area Chun Yan (April) Yee/Bilingual	Parent Coordinator Yi He (Melody) Zhao
Related Service Provider Suk Chi (Gigi) Chung	Other Amy Chan
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	22	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	19	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	11
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	17	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1769	Total number of ELLs	991	ELLs as share of total student population (%)	56.02%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	5	3	3	3	3	2								19
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	4	3	3	2	3	2								17
Push-In	2	4	4	1	2	2								15
Total	11	10	10	6	8	6	0	51						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	991	Newcomers (ELLs receiving service 0-3 years)	902	ELL Students with Disabilities	85
SIFE	1	ELLs receiving service 4-6 years	89	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	385		17	26		2				411
Dual Language										0
ESL	517	1	49	63		17				580
Total	902	1	66	89	0	19	0	0	0	991

Number of ELLs who have an alternate placement paraprofessional: 12

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
Chinese	121	65	49	63	54	59								411
SELECT ONE														0
SELECT ONE														0
TOTAL	121	65	49	63	54	59	0	411						

*EP=English proficient student

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	4	6	2	2	1								24
Chinese	79	161	107	71	62	64								544
Russian														0
Bengali		1	1											2
Urdu		1												1
Arabic	1	2	2											5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	1	1			1									3
TOTAL	90	171	116	73	65	65	0	0	0	0	0	0	0	580

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	128	44	17	17	23	34								263

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	58	52	63	30	33	24								260
Advanced (A)	25	140	85	89	63	66								468
Total	211	236	165	136	119	124	0	0	0	0	0	0	0	991

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	93	45	13	0	151
4	85	46	12	2	145
5	47	38	8	2	95
6					0
7					0
8					0
NYSAA Bilingual (SWD)			1	1	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	14	40	35	17	22	2	14	158
4	12	16	24	23	22	37	7	15	156
5	14	4	10	15	17	18	7	18	103
6									0
7									0
8									0
NYSAA Bilingual (SWD)					2				2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	5	4	13	40	36	17	37	154
8									0
NYSAA Bilingual (SWD)					1				1

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	88	46	33	6				

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school uses Fountas and Pinnell to assess the early literacy skills of all students, including English Language Learners. Based on teachers' assessment data, many ELL students cannot advance to the next level due to the lack of academic vocabulary, prior knowledge, and linguistic differences between Chinese and English. Two of the major miscues preventing Chinese students from advancing to the next level are tenses and plurals. (ie. Reading the word walk instead of walks, or walked instead of walked) When the same miscue appears multiple times throughout the text, students' final accuracy rate will prevent them from moving on to the next level. Therefore, the school has decided when a student does not read word endings in tenses and plurals, it is counted as an error only the first time but is analyzed every time in order to get a clearer picture of a student's reading behaviors. It is also noted for instruction. To address vocabulary development, specifically in Tier II and domain specific words, which prevent students from achieving satisfactory comprehension to advance to the next level, teachers are asked to plan instruction with attention to vocabulary development. To support teachers in this area, the school has purchased vocabulary development books for grades 1-5 with professional development from the publisher. The school has also purchased many leveled texts in the different genres in both fiction as well as informational text to support the language development of ELL students Teachers use these resources in their literacy block, extended day, and in the Title III after school programs. In lesson planning, teachers will include a language objective as well as a content objective to ensure every lesson promotes language acquisition in the four modalities. They will differentiate activities and tasks with leveled texts for their students. To promote oral language development and comprehension, teachers will incorporate Think-Pair Share, and dramatizing stories. To build background knowledge, teachers will plan field trips, conduct Read Alouds, Shared Reading and Guided Reading in the different genres.

Please refer to the attachment, charts 1 and 2.

According to the Fountas & Pinnell data, there are more students who are independently reading at or above their grade levels in Grades K-3. However, in grades 4 and 5, the ratio actually reversed. Some of the reasons are an influx of new admits to the US school system in grades four and five. The demand in reading is much more complex in grades 4 and 5. As a result, the school is conducting more Professional Development for teachers in how to use close reading strategies to help students read complex texts. In addition, students who are reading below or approaching grade levels are receiving RTI, extended day or attend the after school program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Please refer to the attachment, chart 3.

The Fall 2013 LABR indicates that most new ELLs are in Kindergarten. Most of them are beginner (60.7%).

Please refer to the attachment, charts 4 and 5.

The RLAT report shows that our school has the most Beginners in Kindergarten (60.7% out of all the Kindergarten ELLs) and most Advanced in Grades 1-5 (59.3%, 51.5%, 65.4%, 52.9%, and 53.2% respectively). Most of our ELLs in the school are Advanced (47.2%). The largest Advance group is in Grade one (14.1%).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Since the RNMR report is not available to us yet, we are unable to analyze using the AMAO (Annual Measurable Achievement Objectives) tool. This tool requires to RNMR report to work.

However, we use the RLAT to analyze patterns across the NYSESLAT modalities. Using the data from RLAT, we created individual class reports on Excel indicating which students are already proficient in the different modalities to help teachers target their instruction according to student needs.

Please refer to the attachment, charts 6.

According to the RLAT report, there are 752 students with data on the four modalities for Spring 2013 NYSESLAT. This data indicates that Grades 1, 2, 3, and 5 are the weakest in Speaking. As for grade 4, they are the weakest in Listening. Grades 1, 2, 4 and 5 are the strongest in Writing, while grade 3 is the strongest in Listening. This shows that we need to focus our instruction in the weakest modality, while maintaining instruction on the strongest modality. Teachers will look at their individual class profile and

target their instruction in the four modalities according to the needs of their students. On the grade level, teachers will include strategies to teach skills needed on unit plans.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. According to the State Math and Science test results, ELL students who took the exam in the native language outperformed ELLs who took the test in English. They performed better on exams that are provided in their native language. Our school's bilingual teachers continue to support their learning using the native language to ensure content knowledge learning.

b. The school leadership and teachers are using the results of the ELL Periodic Assessments on ARIS in order to better inform instruction in the areas of need as indicated by the Predicted NYSESLAT Performance and Scores by Modalities in the reading, writing, and listening with percent correct and points. The School Leadership will provide professional development to teachers on how to analyze ELL Periodic Assessments. Administrators will use this result to support students by inviting them to after school programs and Saturday programs. Teachers will use the results to group students according to their predicted NYSESLAT Performance and scores by modalities to plan and implement targeted instruction according to their needs.

c. The school has learned that data on the ELL Periodic Assessment is helpful in grouping students for instruction according to their needs in the different modalities. Based on past results, the ELL Periodic Assessment a fair indicator in predicting how students will perform on the NYSESLAT with the exception of the speaking and written constructed responses, which are not on the Periodic assessment.

In the Chinese bilingual classes, teachers use the student's native language to support the learning of the content areas. In ESL and monolingual classes, teachers who speak students' native language are also encouraged to use the student's native language to support student learning in the content area in small group instruction. Native language (Chinese and Spanish) resources are also available in all classrooms as well as the Parent Lending Library to support student learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

To support ELL students in grades 4-5, who scored level 1 on last year's state test, they are receiving Tier III (Intensive and individualized pull-out instruction in groups of 3 students, differentiated by reading levels) with a reading teacher for 30 minutes daily. ELLs who scored level 2 on last year's state test, are offered Tier II (Extra attention, activities, and experience targeted to specific students, in addition to core instruction) during extended day or Title III's after school program. All other ELLs receive Tier 1, rigorous and evidence-based curriculum, including English language development in small group instruction with the classroom teacher. For ELL students in grades K-3, we use the F & P reading levels to determine level of support needed and use the same above model to support them.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Based on our F & P assessment results, and the NYSESLAT's gap analysis, the school purchased instructional materials on grammar, vocabulary development, reading and writing strategies specifically for ELL students to support teachers in their daily teaching. Every classroom teacher incorporates a content objective as well as a language objective to address the four modalities to ensure second language acquisition on a daily basis.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our school uses the AMAO Tool to evaluate whether each student is meeting AYP. There are three ways which we determine whether students made progress on the NYSESLAT: 1-Students advancing one overall proficiency level (i.e. from Beginner to Intermediate, from Intermediate to Advanced, etc.) 2-Students taking the NYSESLAT for the first time and who scored overall proficiency Intermediate level, 3: Students scored the same overall proficiency level but advanced 43 scale score points or more.

We also use the RLAT and RNMR to analyze and compare student's modalities to see whether each student made progress on each modality. We target students who: Did not advance one overall proficiency level, Did not advance one proficiency level on each

modality, or scored overall proficiency level: Beginner.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Registration:

When parents come to register their child in our school, the pupil personnel secretary, Susan Donatelli, provides them with a registration package with the Home Language Identification Survey in their native language. Parents fill it out during the registration process. A trained pedagogue (Testing Coordinator-Betty Hass, Data Specialist-Amy Chan, and ESL licensed teachers: Cheryl Ng, Hong Yang, and Kathleen Riordan) assists the parent to complete the form, interviews the child and conducts the ELL parent orientation in Room 212 or 213 if necessary. Translation is always provided when needed. The trained pedagogue determines the OTELE code after the interview and signs the HLIS. The pupil personnel secretary enters the OTELE code based on the HLIS.

ELL Parent Orientation:

During ELL parent orientation, parents are informed by our designated licensed staff, and by watching the Chancellor's DVD on the three different ELL programs available in the NY public school system. Parents are provided information about their options and choices. After the orientation, parents are assisted with translation to complete and sign the Parent Survey and Program Selection Form. The licensed pedagogue places the child in the appropriate class based on the parents' choice on the Program Survey and Program Selection Form.

In addition to the one on one ELL parent orientation, the school also conducts school-wide ELL parent orientation in August to communicate with ELL parents. During this ELL identification process, translations are always provided whenever necessary to ensure that they understand their options, and have the opportunity to ask questions.

Parents return their Program Survey and Program Selection Forms after the orientation. The parent's preferred program placement for student is honored whenever possible. If seats in the preferred program is not available, parents will be contacted. Upon agreement from the parent, they will change the program choice and sign the form. Otherwise, they will be offered other schools with their program choice.

When the form is not returned, the student is placed in the bilingual program by default. This is an on-going process that the school provides to accommodate all parents and students. Ms. Elizabeth Hass ensures that every Program Survey and Program Selection Form are returned and filed in the students' cumulative records and in room 213.

LAB-R Testing:

Ms. Elizabeth Hass, Testing Coordinator, ensures that every child whose OTELE code (Home Language) is anything other than English is tested within 10 days. ESL licensed teachers: Cheryl Ng, Hong Yang, and Kathleen Riordan administers the LAB-R exam. The LAB-R test result is hand-scored by a Licensed ESL teacher, if identified as an ELL after the assessment, the student is placed according to parent's preferred program choice with mandated ESL service.

Students who have a home language of Spanish are administered the Spanish LAB by a licensed Spanish speaking pedagogue if they failed the LAB-R exam in English.

Identified ELLs:

All the students who did not pass the LAB-R or yearly NYSESLAT exam are identified as an ELL. Ms. Elizabeth Hass (checks) and Ms. Amy Chan (double checks) tracks this list of current ELLs by running the ATS: RLER report and ensures that every student who has an indicator “E” (eligible for LAB-R testing) takes the LAB-R and anyone who has an indicator “Y” will take the yearly NYSESLAT exam.

Once the student has been identified as an ELL, he or she will take the NYSESLAT every year to have his/her language proficiency evaluated to determine if he/she continues to be entitled to receive mandated ESL services.

The following staff members are trained to conduct the initial screening, administer the HLIS and the LAB-R for new comers: Assistant Principal – Alice Lee, Testing Coordinator-Betty Hass, Data Specialist-Amy Chan, and ESL licensed teachers: Cheryl Ng, Hong Yang, and Kathleen Riordan.

Ms. Elizabeth Hass, Testing Coordinator maintains and files the HLIS and Parent Survey and Program Selection Forms in each student’s Cumulative records and a copy in room 213. She also maintains the list of students who took the LAB-R exam with their scores and the parent’s program choice. Ms. Amy Chan then enters the parent’s program choice on the ATS: ELPC screen within 10 days.

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.

To ensure the understanding of all available program choices on the selection form, in addition to the 1:1 parent orientation at registration, the school sends home a letter to invite parents of all new students to a parent orientation meeting during August, before school starts. At this meeting, the Chancellor’s DVD on the different ELL programs available in the city are shown to parents in the major languages: Chinese, Spanish, and Arabic. Each group will watch the DVD in their native language in separate areas with an ESL teacher and a translator. Parent Survey and Program selection Forms are then reviewed with the parents in their native language (written and oral.) At the parent orientation, all three choices are explained to parents followed by the viewing of the video of the programs provided by the Department of Education. They will also have an opportunity to ask questions after the video. Prior to watching the video, parents are grouped by language needs with a presenter who can speak in their native language: Chinese/Mandarin, Chinese/Cantonese, Spanish, Arabic and Urdu. All parent groups are supported with school personnel who can speak their language. After the video, a trained pedagogue will answer questions and review the Parent Survey and Program Selection forms with the parents line by line. Parents are informed that P.S. 105 only has the Transitional Chinese Bilingual Programs and the Freestanding ESL Program available. However, if they are interested in a Bilingual Program other than Chinese or a Dual Language Program, they are offered the option to transfer to the appropriate school. They will be informed that bilingual programs in any languages, is contingent on the number of students as stipulated in the Aspira Consent Decree.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

No revisions A list of all the New York City Schools that offers TBE and Dual Language Programs are located in the main office in the P.S. 105 ELLs Handbook binder for reference if requested by the parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement/Non-Entitlement Letters:

Under the direction of the ESL coordinator, Mrs. Alice Lee, the testing coordinator, Mrs. Betty Hass, and the push-in ESL teachers, classroom teachers send out entitlement letters to the parents of each student who is eligible for ELL services (students who did not pass the LAB-R or the NYSESLAT). They use the ATS report – RLER, listing students by class who are eligible to take the LAB-R or NYSESLAT. Entitlement letters are sent home after the LAB-R administration. When the NYSESLAT test results are available for the school, appropriate letters are sent home. Proficient students on the NYSESLAT will receive non-entitlement letters. All other students who did not pass the NYSESLAT will receive entitlement letters, along with the students ISR (Individual Student Report-NYSESLAT).

These letters are sent home with students to inform parents about their child’s test results and the entitlement or non-entitlement to the mandated ESL service for the school year. A copy of these letters in different languages are located in room 213 and in the main office, “P.S.105 ELLs Handbook” binder. We color code and translate our entitlement letters into Chinese (White:

Placement Letter, Green: Non-Entitlement Letter, Pink: Continued Entitlement Letter, and Yellow: Non-Entitlement/Transition Letter).

Parent Survey and Program Selection Forms:

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

Secure/Store:

The testing coordinator keeps (in room 213) and maintains a list of students who passed or failed the LAB-R or the NYSESLAT exams and documents which entitlement letter was sent home. Classroom teachers verify the list to ensure that the appropriate entitled letters are sent out. The testing coordinator ensures that all parents return the Parent Survey and Program Selection Forms. When these surveys are returned, the original copy is stored in the students' cumulative folder and a copy is stored in one central location, room 213. A folder is made for each student to file ELL documents.

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.

All three programs: Transitional Bilingual, Dual Language and Freestanding ESL are explained to parents in translation at the parent orientation or during registration as their choices. However, the Transitional Bilingual program is only for the Chinese speaking students as they account for over 90% of the student population. We will inform parents that the opening of bilingual programs in any languages, is contingent on the number of students as stipulated in the Aspira Consent Decree. When the number of students do not warrant the opening of a bilingual program, students of all other languages are offered Free Standing ESL classes. Parents who are non-Chinese speaking are also informed that they are entitled to a TBE programs offered at other schools. A copy of this list is located in the main office, binder "P.S. 105 ELLs Handbook". Parents are also informed if they are interested in the Dual language program, they have the option to request and transfer to other schools. The trained pedagogue places the child in the appropriate program based on the Parents' first choice, filled out and signed by the parent.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Steps and Tracking for All sections of the NYSESLAT:

We ensure all four components of the NYSESLAT are administered to all eligible students. The data specialist, Amy Chan and testing coordinator, Elizabeth Hass run the ATS: RLER (NYSESLAT) Report to determine the students eligible to take the NYSESLAT. We then run the RLER Report for LAB-R and identify the students who did not get proficient on the LAB-R exam. These are the students who have to take the NYSESLAT exam. To monitor and ensure students take all four parts of the text, the data specialist creates a spreadsheet with student names to be tested with 4 columns (Speaking, Listening, Reading & Writing) for the testing coordinator to track and ensure that all 4 parts of the NYSESLAT exam are administered. The testing coordinator checks off the appropriate column (Speaking, Listening, Reading & Writing) for each student that is tested. The testing coordinator uses this tracking list to ensure that all students are tested in all four parts, including makes-ups and new admit students during the testing period. This record is kept in room 213.

Professional Development:

Prior to the exam, we provide Professional Development to familiarize teachers with all the components of the exam. The testing coordinator creates a schedule for examiners to follow. We begin by administering the Speaking part, which is done one to one. It is followed by the Listening, Reading and Writing parts, which are in groups, taken into account students' testing modifications. Former ELL students continue to receive testing modifications for two years. We schedule and administer the NYSESLAT exam within the State Assessment Timeline.

6. 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.) 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.  The school finds that new comers from China tend to select the TBE program. Parents with children who are born in the United States and parents who have children born in countries other than China (ex. Spanish Countries, Turkey, Middle East, etc.) tend to

select the ESL program. Parents of children who speak some English tend to select the ESL program. The school's current available ELL programs reflect this trend.

Out of the 991 ELLs, 580 are in the ESL program and 411 are in the TBE program. We have 19 TBE classes, 17 Self Contained ESL classes and 15 Classes with Push-in and Pull-out ESL service, for a total of 51 classes with ESL services. Our program models have met the needs and requests of our students and parents as per their program selection choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered by the following:

P.S. 105 has Chinese Bilingual classes and Freestanding ESL classes on each grade level.

- a. The Freestanding ESL program (including push-in and self-contained) in grades K-5, and the Transitional Bilingual Education Program in grades K-5. All TBE programs are taught by licensed Bilingual teachers. All Self-Contained Freestanding ESL programs are taught by teachers who are dually certified in both ESL and the Common Branch license. In classes where the teacher is not ESL licensed, a licensed ESL teacher will push in or pull out to service ELL students.
 - b. All classes are heterogeneous grouped (mix of Advanced, Intermediate and Beginners) by grade.
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)?

The ELL Coordinator, Mrs. Alice Lee ensures that all identified ELLs are provided with the mandated number of instructional minutes according to their proficiency levels in each program model. Mrs. Alice Lee uses the data from ARIS and the ATS: RLAT and RLER reports (provided by the data specialist, Ms. Amy Chan) to assign teachers to provide ESL service for ELLs. Mrs. Alice Lee creates the program/schedule for the Push-In ESL teachers and provides PD's to the entire staff to ensure the delivery of ESL, ELA and NLA instructional minutes are delivered in each program model as per CR Part 154.

In the beginning of the school year, teachers in the TBE programs, Self-contained and Push-In ESL programs are informed about the mandated number of instructional minutes for ELLs to be provided according to their proficiency levels which is indicated on their program cards. Self-Contained ESL and TBE classes would indicate on their program cards when ESL, ELA and NLA are taught during the day. All teachers of ELLs also received a copy of the NYSESLAT results with their students' proficiency level in the four modalities (listening/speaking strands, and their reading/writing strands) in order to group their students for instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL:

P.S. 105 teachers have developed curriculum maps with units in literacy as well as Math, Social Studies, and Science, that are aligned to the Common Core Standards. All teachers follow the unit plans on the curriculum map, regardless of their program model. However, teachers differentiate their resources and instruction according to their students to teach the content. Teachers include a content objective as well as a language objective in their lessons. All teachers have access to grade level curriculum maps posted on the school server, including all supporting staff.

In the Self-Contained classes, ELA and content areas are taught in English using ESL strategies. Content area learning is integrated with literacy. The school provides many leveled books in Science, Math, and Social Studies, fiction and informational genres to support all ELLs in their learning. Teachers use Close Reading strategies to support ELL students with complex text. Content knowledge learning is infused in Read Alouds, Shared Reading and Guided Reading with ESL strategies (i.e. Use of visuals, TPR-Total Physical Response, CALLA, and dramatization). The workshop model is implemented in all lessons with small group instructions to differentiate for students. Teachers can form flexible grouping according to students' needs in the four modalities, reading levels, or groups by skill based, etc. Classes with push-In teachers provide the mandated ESL periods according to students' proficiency levels. They articulate and plan collaboratively with the classroom teachers to provide the appropriate support in content, strategies, and skills needed for each child to succeed. They support the classroom teachers in the teaching of content area by supporting students with ESL strategies in the learning of content knowledge, content vocabulary with a focus on the four modalities in language acquisition. Any teacher who can speak the native language of the students in the Freestanding ESL classrooms are encouraged to use the native language to support student learning when necessary with translation or small group instruction. Native language resources such as picture dictionaries and native language literatures in Chinese/English, or Spanish/English are available in the classrooms to support student learning.

TBE:

In the TBE program, for language of instruction, teachers follow the suggested ratio in the Language Allocation Policy for English and the students' native language. However, differentiation is provided depending on the students' English proficiency, and the time admitted to the U.S. school system. The delivery of instruction in the content area is in Chinese in accordance of the LAP. In the upper grades, when students come with proficiency of the native language, teachers translate teaching materials with English side by side to ensure comprehension. New concepts, skills and strategies are taught in the Native language, then taught in English using ESL strategies focusing on key vocabulary words in the content. Students in TBE classes receive one period per day in the Native Language Arts to strengthen and maintain their native language skills. To support teachers in the teaching of the native language, Effective Way of Learning to Listen, Speak, Read, and Write Chinese by Wendy Lin is used for the Chinese native language arts. In addition, the school has purchased over \$100,000 dollars worth of children's literature in fiction and informational resources in Chinese/Spanish to support the learning of ELL students in their native language. Many of these books are sent home with students daily to promote parental involvement in reading with their parents, especially in the younger grades. For beginning ELLs, about 80% of the instruction is provided in the native language and 20% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 20:80.

In addition to the Workshop Model in Balanced Literacy, all program models have access to the following resources to support ELLs in their learning: Award Reading (K-3), On Our Way to English (K-5), Discovery Education in Science (on-line subscription), Raz-Kids (on-line subscription), books with CDs and audio tapes, Brain Pops, Benchmark Comprehension Strategies for ELLs, Heinemann's Primary Comprehension Toolkit for ELLs in grades K-6, etc.

The school aligns all instruction to the Common Core Learning Standards on all units of studies on the curriculum maps. All contents on the curriculum map are non-negotiable. All students are held to the same standards with differentiation according to their learning needs. All programs including extended day and after school programs follow and implement these expectations.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since teachers in the bilingual classes use the native language as the language of instruction in the content area, teachers use observations and one-to-one conferences to evaluate ELLs in their learning throughout the year. On-going progress monitoring checklists are created to track student progress.
To assess learning of the bilingual students, bilingual teachers use the Side-by-Side model where unit tests are translated in the native language to evaluate student learning in the content areas as well as major concepts and skills in literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers use the LAB-R/NYSESLAT modality results to plan targeted instruction with ongoing progress monitoring to evaluate, track and monitor students' progress in English acquisition in all four modalities. Teachers in grades 3-5 also utilize the results in the Periodic Assessment to inform and plan instruction according to their needs. In May, at the scoring of the writing component of the NYSESLAT, teachers scoring the writing are asked to note the trends of each grade. At grade meetings, teachers look at the gap analysis to target their future teaching on the writing component. The school provides professional development for all teachers to familiarize them on all the components and the demands for students on the NYSESLAT. During these professional development sessions, teachers learn how to incorporate strategies in their daily instruction to support ELL students succeed on the four modalities. Teachers learn to incorporate content objectives as well as language objectives in their daily lessons. Teachers plan for small group instruction with differentiation according to student needs and levels. These daily lessons and activities will help teachers evaluate students in the four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instructional Plans for sub-groups:

a. SIFE ELLs:

Once ELL students are identified as SIFE students, in addition to their daily learning with the classroom teacher in small group instruction, they will receive Tier III RTI in small groups. For additional support, they will be invited to attend extended day. They will be offered the Title III funded ELL Success After School Program and the Saturday Academy in January. Our Pupil Personnel Team will

discuss and plan any additional academic intervention for these students in consultation with their parents and the classroom teachers.

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

New comer ELLs are invited to participate in extended day and supplemental programs funded by Title III's after school ELL Success program as well as the Saturday Academy. In grade K-3, students who are reading below grade levels are identified and supported by an out of classroom teacher in a 30 minutes small group instruction daily. The focus for new admits is oral language, while others focus on reading. ELL students in grades 4 and 5 who scored level 1's on last year's ELA receive Tier III RTI for 30 minutes daily with an out of classroom teacher. ELLs who need to take the ELA after one year will be supported by attending the Title III after school program and/or the Saturday Academy Program. Teachers with these students in TBE classes and Self-contained classes will provide differentiated small group instruction.

All teachers in grades 3-5 receive professional development in Testing as a Genre where they learn to incorporate skills and strategies students need to perform well on the ELA in their daily lessons.

c. ELLs receiving services 4-6 years:

ELL students receiving ESL services for 4-6 years, and has not shown progress on the NYSESLAT or other standardized state tests, may indicate a need other than language. These Potential Long Term ELL student profiles are discussed at PPT meetings for possible interventions as well as possible referrals. They are invited to attend supplemental programs funded by Title III after School and Saturday ELL Success programs. The school also provides workshops to parents of ELLs at PTA meetings to engage parents to support the learning of their children. Teachers differentiate and target the needs of these ELLs. Their progress is closely monitored to determine effectiveness of instruction and strategies.

d. ELLs receiving services after 6 years:

We do not have ELLs receiving services after 6 years. However, in the event that we have long-term ELLs, we will follow the same procedure as we would with ELLs receiving services for 4-6 years.

e. Former ELLs:

Former ELLs are invited to attend the Title III After School Program as well as AIS program during Extended day. All Former ELLs will continue to receive testing accommodations within two years of becoming proficient on the NYSESLAT.

7. 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?

ELLs with IEPs:

The school's AIS Team and Student Assessment Team collaborate and articulate with the classroom teacher and the resource room teacher to plan and design effective instruction as prescribed by the students' IEP.

All ELL students with disabilities in self contained Bilingual and Freestanding ESL classes are serviced by a dually licensed (Bilingual or ESL) teacher to provide mandated ESL services. If the general education classroom teacher is not licensed in ESL, a licensed ESL teacher will provide the mandated ESL periods with a push-in or pull-out model. A special education licensed teacher (Resource room teacher) will provide services as per IEP in a pull out or push in model.

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

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

All materials and resources purchased by the school are available to support all classes and all students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school implements Balanced Literacy with the workshop model to address the diverse needs of ELL-SWDs. Teachers servicing the ELLs differentiate instruction as per IEP.

The school's student population is over 90% Chinese and we have the bilingual staff to support their language needs.

Bilingual Staff include: two assistant principals, a social worker, two guidance counselors, a school psychologist, a family worker, a parent coordinator, a school aide, a school nurse, a resource room teacher (SETSS), two speech teachers, two ESL push-in teachers, one AIS pull out teacher. For the Spanish speaking students, there are classroom teachers who are bilingual in Spanish as well as one school aide (used for translation).

The school supports the learning of ELL-SWD with the many Freestanding ESL classes and bilingual classes on all grade levels K-5. All classes are taught in the workshop model with small group instruction differentiated for student needs. The leveled books in the different genres and the bilingual resources in all classrooms support all learners. All teachers are provided with professional development to use ESL strategies to differentiate and support the learning of all ELL students, including ELL students with IEPs. Teachers plan and differentiate instruction using the contents on the unit plans of the curriculum map on their grade level to address the needs of their diverse learners.

Our school reviews IEP's annually to reassess students' needs. Students are assessed on an ongoing basis to determine whether they are meeting their goals and/or if their IEP goals need adjustments (accommodations in the classroom). The SAT (School Assessment Team) team along with the classroom teacher carefully evaluate each student's strengths and weaknesses to recommend flexible programs that benefit the child the most. Ex. If the child does not need Special education services in Math, we would recommend the child attend math in a General Education class. Many students with special needs are in a general education class, receiving support services. This flexible programming approach is used to ensure students are receiving quality instruction in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

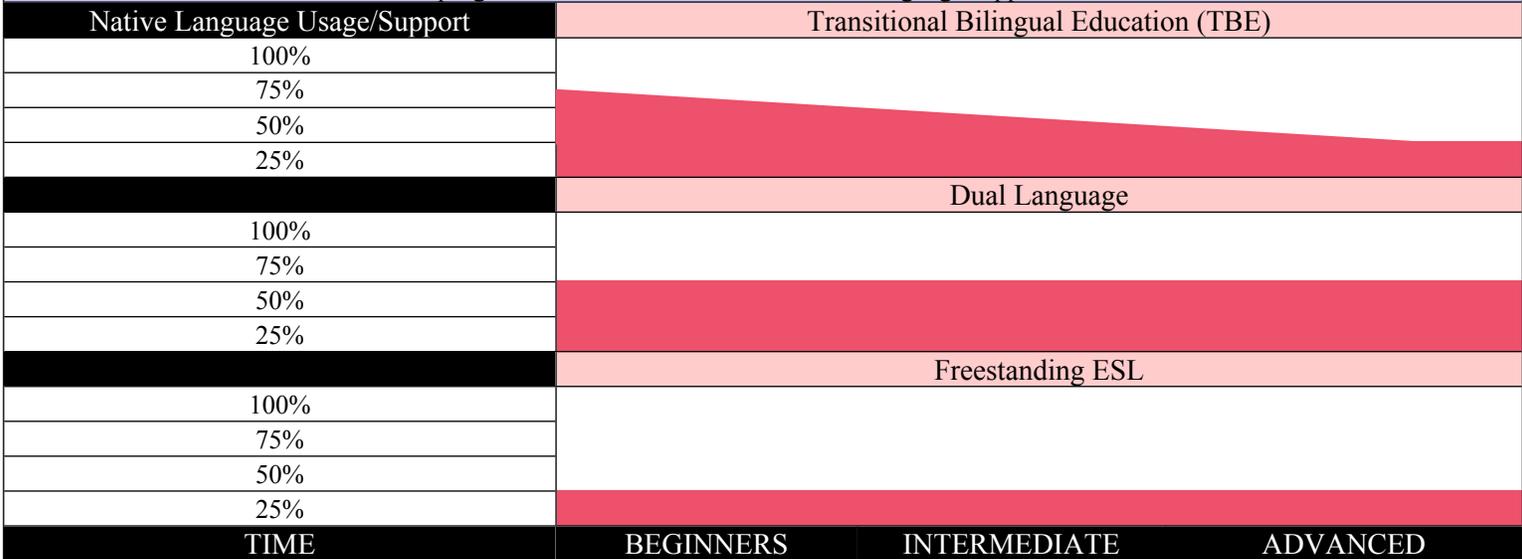
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs for ELLs:

ELA – All classes implement Balanced Literacy with the workshop model. In TBE and Self-Contained classes, teachers use last year's NYSESLAT proficiency levels and percentiles to group students for targeted instruction according to their strengths and weaknesses. Teachers in grades 3-5 also use the results of the ELL Periodic Assessment to inform their instruction. Reading is taught in the different genres and content areas using leveled books according to students' reading abilities. Content area learning is often integrated in the literacy components. Based on the trends from last year's NYSESLAT results, many upper grade students lack speaking and listening skills. Our students cannot achieve proficiency due to their lack of academic vocabulary, Tier II words, and grammar. Therefore, we have purchased resources and provided professional development to teachers in these areas. The after school programs and extended day programs are focusing on the development of academic vocabulary, Tier II words, and grammar in their instruction.

Students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, RTI reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The data from last year's AMAO tool shows that we are meeting AMAO. This shows that our programs for ELLs are effective and meeting the needs of our ELLs. Of all of our ELL students who took the NYSESLAT last year, 18.4% achieved proficiency, vs 16.5% achieved proficiency citywide.

11. What new programs or improvements will be considered for the upcoming school year?

The school provided professional development and purchased resources for teachers on the teaching of Grammar and vocabulary. We also purchased the Primary Comprehension Toolkits in grades K-6 by Heinemann's to support teachers in how to scaffold instruction for their ELL students, and in how to provide targeted differentiation in small group instruction. The literacy coaches will provide professional development for implementation in the classrooms.

To support the oral language development of ELL students, the school has added two cluster positions in the ESL through the Arts Cluster program this school year. We have contracted with the NY Historical Society to provide support in the learning of Social Studies curriculum for the ESL and bilingual classes in grade four through their Arts of History Program.

The program will help ELL students learn about history through primary sources.

12. What programs/services for ELLs will be discontinued and why?

Since all of the programs and services are essential to the success of ELL students, all programs and services will continue, as long as funding permits.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All school programs are offered to all students. For example, ELLs are offered to join the chorus, band, violin, and the Student Leadership Team. Supplemental services such as the RTI, Extended Day, ELL Success After School Program and the Saturday Academy are offered to students according to their scores, levels, or needs, including all ELLs. Due to the large numbers of ELLs, to ensure equity, students are invited to attend the different programs according to their needs/scores/levels: RTI, Extended Day,

ELL Success After School, and/or Saturday Academy. To maintain and promote students cultural pride and awareness, every year, twelve of our GLOBE and Bilingual classes in grades K-5 participate in a Chinese Folk Dance program taught by an outside consultant funded by Title III funds.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

TBE:

In the TBE classes, for beginning ELLs, about 80% of the instruction would be provided in the native language and 20% in English. The percentage of instruction in English will increase as the students' English proficiency increases. For intermediate ELLs, the language allocation is about 50:50 and for the advanced ELLs, about 20% of the instruction would be in the native language and 80% in English.

ESL:

In the Self-Contained and Push-In classes, all instruction is delivered in English unless the classroom teacher or the Push-In/Pull-Out teacher speaks the child's native language. In that case, for new comers, the teacher is encouraged to introduce a lesson in the content area in Chinese first, and then use ESL strategies to teach the lesson, and sum up in Chinese again to assess learning. To support ELL students, all classes are provided with picture dictionaries and bilingual dictionaries/glossaries, and native language literatures. Whenever possible, teachers will use a "Buddy System" to support new ELLs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

For the incoming Kindergarten students who registered before the school year begins, parent orientations with the in-coming students are conducted in the summer by the Guidance Counselor(Chinese bilingual), and the Parent Coordinator(Chinese bilingual) to inform parents and students of school routines, and to familiarize them with the physical building in order to ease their transition for September. For students who enroll throughout the school year, buddy students are assign to assist new students in class. In addition to working with the classroom teachers in small group, they are invited to Extended Day for extra support.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development Plan:

1. Professional development is the key to the implementation of the Language Allocation Policy. The following professional development activities are in place:

- Introduction to CR Part 154 and City guidelines on the Language Allocation Policy
- Continue providing professional development on ESL standards and NYSESLAT.
- Introduction of the school's Language Allocation Policy:
- Inform parents about the Language Allocation Policy
- Language allocation in Balanced Literacy
- Language allocation in content areas
- Analysis of assessment data (LAB-R, NYSESLAT, state and city standardized tests, interim assessments, portfolios, etc.)

to make informed determination of the English proficiency level of the students in order to provide targeted instruction.

- Focus on writing: writing process and genre studies
- Scaffold and Differentiate instruction for ELLs of different levels and different needs
- Assessment of students' native language proficiency level and in the content area
- Research-based effective bilingual and ESL strategies
- Creative ways to improve student language proficiency through Theater Arts using Reader's Theater
- Computer, Smart Board and mimio Board technology
- Technology-based program: Award Reading, Raz-Kids, Discovery Education, National Geographic, etc.

2. All of our teachers received PD on the implementation of the Common Core Learning Standards and the citywide Instructional shifts. Teachers on each grade, monolingual, ESL, and Bilingual teachers are all involved in the writing of the units on the curriculum maps on their grade level. Professional development is provided to teachers weekly at a grade meeting.

These professional development sessions include:

- Writing and aligning Rubrics to the CCLS
- Creating and scaffolding lesson plans on units with appropriately challenging tasks that are rigorous
- Looking at student work to inform next steps
- Gap analysis looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized

tests, NYSESLAT, ELL Periodic Assessment, etc

- Overview of the NYSESLAT to determine challenges for students
- How to create daily lesson plans to teach strategies and skills needed to succeed on the NYSESLAT
- How to implement Close Reading strategies to help ELL students comprehend complex texts
- How to teach vocabulary and grammar to ELL students
- How to target student needs in small group instruction

3. Support for staff – The Guidance Counselors provide workshops to Fifth Grade Teachers and students to explain the application process and the various programs offered in the middle schools, and make appropriate program recommendations for ELLs students. They arrange inter-school visits for fifth grade classes to visit the middle schools to familiarize ELL students with middle school settings. The Guidance Counselors (Chinese Bilingual) addresses concerns of the ELL parents. They also assist students and parents in the application process.

4. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is provided to staff in multiple ways:

In addition to the on-going in-house training provided by Assistant Principals, Aussie consultants and Literacy coaches during weekly PAPs, classroom demonstrations, and PD dates; all teachers are encouraged to attend outside workshops on best instructional

practices for ELL students. The school will fund these workshops with Title III funds.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parental Involvement:

1. Public School 105 conducts Parent Orientation Meetings and parent workshops throughout the year at PTA meetings. At these meetings, oral translation in both Chinese (over 90% of the student population) and Spanish (5% of the student population) is always provided. Written materials are translated in Chinese. The school combines Title I, Title III and Fair Student Funding to provide the following workshops to ensure that parents are actively involved in their children's education:

- Introduce ELL programs or a new academic program to the parents
- Explain the state and the city's regulations related to ELLs or new initiatives
- Conduct workshops on students/parents' rights, discipline code, school services, Standardized assessment and any new assessment instruments and dates, etc.
- Conduct workshop on the citywide instructional shifts and the CCLS
- Conduct Reading Workshops on how to read and ask questions in the Native Language to promote students' reading comprehension
- Provide adult ESL, technology, and parenting classes
- Plan Parent Teacher Association (PTA) program and activities
- Set up parent lending library with resources for parents as well as for students in the different languages
- Family trips to cultural institutions (Parents with their children)
- Representation of the student population on the PTA executive board and the school SLT
- Workshops on social and health wellness for parents and students
- Workshops on the cultural differences on school expectations and disciplinary actions in the U.S. school system
- Native language books in the different genres for students to take home and read with their parents

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

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

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

Our PTA works with our parent coordinator and surveys parents in their interest and concerns. We ask for feedback from our parents at the PTA meetings with an average attendance of 200 -300 parents.

4. Workshops and information provided to parents at PTA meetings are in response to parents' needs and concerns in order to support the learning, achievement and development of the ELLs, socially, emotionally, and academically. The personnel in our school understands the needs of our parents, culturally as well as socially. Our parent coordinator, who is Chinese, works closely between our parents and the school staff (2 of our Assistant principals are Chinese, all members of our SST are Chinese, both of our guidance counselors are Chinese, our school nurse is Chinese) to develop workshops to address the needs and concerns of our parents.

E. 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.

20K105 Language Allocation Policy 2013-14 to 2014-15

Attachment-Charts 1 to 6

Data as of 10/11/13

Please note: Percentages might not add up to 100 due to rounding.

Chart 1:

Fountas and Pinnell End of the Year (2012-2013) Reading Levels						
	K	1	2	3	4	5
AT	12%	35%	16%	22%	15%	17%
ABOVE	53%	36%	48%	43%	20%	21%
Approaching	19%	14%	16%	18%	27%	28%
BELOW	15%	16%	20%	17%	37%	33%

Chart 2:

Fountas and Pinnell End of the Year (2012-2013) Reading Levels						
	K	1	2	3	4	5
AT or ABOVE	65%	71%	64%	65%	35%	38%
Approaching and Below	34%	30%	36%	35%	64%	61%

Chart 3:

LABR (Fall 2013)						
Grades	K	1	2	3	4	5
Beginner	128	15		4		2
Intermediate	58					
Advanced	25	1	2	1		
Proficient	16	2	3	0	2	1

Chart 4:

Out of the Grade

Current ELLs-% out of the Grade								
Grades	Beginner		Intermediate		Advanced		Grand Total %	
	#	%	#	%	#	%	#	%
0K	128	60.7%	58	27.5%	25	11.8%	211	100%
01	44	18.6%	52	22%	140	59.3%	236	100%

02	17	10.3%	63	38.2%	85	51.5%	165	100%
03	17	12.5%	30	22.1%	89	65.4%	136	100%
04	23	19.3%	33	27.7%	63	52.9%	119	100%
05	34	27.4%	24	19.3%	66	53.2%	124	100%
All ELLs	263	26.5%	260	26.2%	468	47.2%	991	100%

Chart 5:
Out of the Whole School ELLs

Current ELLs-% out of the whole school ELLs								
Grades	Beginner		Intermediate		Advanced		Grand Total %	
	#	%	#	%	#	%	#	%
0K	128	12.9%	58	5.8%	25	2.5%	211	21.2%
01	44	4.4%	52	5.2%	140	14.1%	236	23.7%
02	17	1.7%	63	6.4%	85	8.6%	165	16.7%
03	17	1.7%	30	3%	89	9%	136	13.7%
04	23	2.3%	33	3.3%	63	6.4%	119	12%
05	34	3.4%	24	2.4%	66	6.7%	124	12.5%
All ELLs	263	26.5%	260	26.2%	468	47.2%	991	100%

Chart 6:

Current ELLs – Modality Spring 2013 Number of Students Proficient in Each Strand									
Grade	Listening		Speaking		Reading		Writing		Total with Test Scores
	#	%	#	%	#	%	#	%	
K									
1	65	29.4%	43	19.5%	101	45.7%	106	48%	221
2	69	41.8%	29	17.6%	57	34.5%	76	46.1%	165
3	89	70%	6	4.7%	84	66.1%	60	47.2%	127
4	22	18.8%	45	38.5%	47	40.2%	87	74.4%	117
5	39	32.2%	14	11.6%	75	62.1%	82	67.8%	121
									752

Part VI: LAP Assurances

School Name: The Blythebourne**School DBN: 20K105****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanna Castronovo	Principal		11/14/13
Alice Lee	Assistant Principal		11/14/13
Yi He (Melody) Zhao	Parent Coordinator		11/14/13
Kathleen Riordan	ESL Teacher		11/14/13
Mei Yue Dong	Parent		11/14/13
Cynthia Rotella/ESL	Teacher/Subject Area		11/14/13
Chun Yan (April) Yee/Bilingual	Teacher/Subject Area		11/14/13
Elizabeth Hass	Coach		11/14/13
Danielle Bress	Coach		11/14/13
Betty Wan	Guidance Counselor		11/14/13
	Network Leader		11/14/13
Donna Amato	Other <u>Assistant Principal</u>		11/14/13
Shirley Chen	Other <u>Assistant Principal</u>		11/14/13
Suk Chi (Gigi) Chung	Other <u>Speech Therapist</u>		11/14/13
Amy Chan	Other <u>Data Specialist</u>		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K105 School Name: The Blythebourne School

Cluster: 04 Network: 406

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

Part A: Needs Assessment Findings

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

We use the ATS reports: RHLA (Home Language Aggregation), RPOB (Place of Birth Report) and the RAPL (Adult Preferred Language Report) to assess the language needs of our school. According to Chancellor's Regulation: A-663, "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section."

Based on the ATS reports as of 10/26/13: RHLA and RPOB, we have 89.7% of the students with the home language, Chinese (Cantonese, Mandarin, other Chinese Dialects). To address these students' language needs, our school translates and sends home all documents in Chinese and English (Front side English, Back side Chinese). Our school's parent coordinator, Melody Zhao or our school's Bilingual Chinese Guidance Counselors, Betty Wan and Cherry Lee translates documents in Chinese. In addition, we also translate and send home essential documents in Spanish, which we have 3.2% of students with the home language, Spanish. Our school's school aide, Maria Intravaia translates documents in Spanish.

For oral interpretation, we provide for translations for Chinese and Spanish.. We have staff in the school who speaks these 2 languages. This allows us to provide translations in a timely manner.

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

According to the ATS reports: RHLA (Home Language Aggregation) and RPOB (Place of Birth Report), we found that Chinese (1592, 89.7%) and Spanish (57, 3.2%) are the two high-need languages in the school. Therefore, we translate and send home all school documents/forms in Chinese and essential documents in Spanish.(Such as the Entitlement Letters)

According to the feedback from our teachers, PTA Board members, and parent coordinator, most of the parents speaking these two languages do not have sufficient English proficiency to understand important school documents, such as school correspondence, test score reports, and curriculum information. Oral and written translations in three languages (English, Chinese and Spanish) are essential in our school community. We have shared these findings with the School Leadership Team (SLT) and the PTA Executive Board members, which then reports it to the school community during PTA meetings.

Part B: Strategies and Activities

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

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

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

At school events and meetings such as PTA, SLT, IEP, or Parent meetings with teachers, oral interpretation needs are provided by the parent coordinator, parent helpers, and school staff (assistant principals, guidance counselors, social worker, family worker, teachers, paraprofessionals, school aides) For Parent Teacher Conferences, we request from our local community base organizations, such as the Brooklyn Chinese American Association to provide translators at the conferences.

Parents who speak languages other than Chinese and Spanish can request for oral interpretation as needed. When needed, the school will do

an over the phone translation with the Translation and Interpretation Unit or hire translators from a NYCDOE approved vendor.

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

PS 105 has always been doing its best to provide its parents with quality translation services. The school began translating all school correspondence and important DOE documents since the early nineties. With the translation and interpretation services provided at all events, the communication between school and parents has been greatly enhanced. Many more parents participate at PTA meetings and Parent-teacher Conferences or come to volunteer at school. On a regular basis, we have approximately 200 parents attending our PTA meetings. We have parents on the SLT who do not speak English. To ensure understanding and participation, the assistant principal or the parent coordinator translates at the meetings. The parents are now better informed about the school's curriculum, the learning standards, and the testing requirements. They are also better informed about different programs offered for the students in the school and their rights to choose among these programs. The increased contacts and inquiries from parents indicates that they are now more involved in their children's education and understand how to fulfill their responsibility as parents. This would not have been possible if we didn't have comprehensible oral and written communication between the school and the parents which is always provided in translation. With additional funding from the DOE for translation services and the plans we outlined above, we believe that our parents' language needs are being addressed and the requirements of CR A-663 are met.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Blythebourne	DBN: 20K105
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 1050 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 66 # of certified ESL/Bilingual teachers: 37 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

The detail descriptions for each program are as follows:

After-School Program:

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Saturday Academy:

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Chinese Folk Dance Residency (Purchased High Quality Staff):

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

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

the class of the teachers attending Professional Development.

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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