



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EDWARD EVERETT HALE
DBN (i.e. 01M001): 32K106
Principal: ROBERT FLORES
Principal Email: RFLORES@SCHOOLS.NYC.GOV
Superintendent: LILLIAN DRUCK
Network Leader: DAISY CONCEPCION

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
Robert Flores	*Principal or Designee	
Jacqueline Crespo	*UFT Chapter Leader or Designee	
Sasha Garcia	*PA/PTA President or Designated Co-President	
Susie Ortiz	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	
Yvonne Ballester	Member/ Assistant Principal	
Aisha Thurman Cosby	Member/ Assistant Principal, I.A.	
William Colon	Member/ Teacher	
Wanda Gonzalez	Member/ Teacher	
Sylvia Maldonado	Member/ Parent	
Ara Fulcher	Member/ Parent	
Jennifer Reyes	Member/ Parent	
Sulfania Pierre Louis	Member/ Parent	
Jazmin Orengo	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

By June 2014, 70% of classroom teachers will clarify possible interpretations of text and anticipated challenges as evident by carefully planned, sequenced text dependent questions that both check and deepen students understanding of new content/test in ELA/Literacy.

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.

After reviewing and analyzing 2013-2014 Citywide Instructional Expectations (CIE) and the demands of the Common Core Learning Standards (CCLS), in relation to State academic content and assessment data from sources such as the Progress Report, Quality Review, School Survey, and Teacher Team work; we identified *using assessing and advancing questions in ELA/Literacy* as a school-wide instructional focus/need.

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

1. Literacy Instruction

The use of Depth of Knowledge questioning, incorporation of specific rubrics to assess their understanding, the Performance Tasks, and the implementation of the Storytown series will be used to achieve this goal. Administrators, coaches, teachers, SETSS, Speech, AIS and all other support staff will be used to achieve this goal. To monitor and evaluate student progress towards achieving this goal teachers have developed grade specific activities, rubrics, and assessments that align with the NYS Common Learning Core Standards.

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

1. CFN 412 Instructional Support Staff, School Administration, Staff Developer/Instructional Coaches and Grade Lead Teachers are key personnel that will implement each strategy/activity.

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

1. All students in grades K-5 progress will be evaluated and the effectiveness and the impact of each strategy/activity will be evident in CCLS- Aligned Literacy Units of Study, Storytown Baseline/Benchmark Assessments, NYS/NYC CCLS- Aligned Assessments, and the Danielson's Rubric and student work samples.

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

1. September 9, 2013 –June 26,2014

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

1. Storytown Core Curriculum Components, Common Core-aligned Performance Tasks and Supplemental instructional resources are resources that will be used to support each instructional strategy/activity during the 90 minutes literacy block and the 50 minutes extended day block.

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).

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

Budget and Resource Alignment

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

	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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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.

By June 2014, 70% of classroom teachers will identify various solution pathways and anticipated challenges to plan questions that both check and deepen students' understanding of challenging instructional tasks in Math.

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.

After reviewing and analyzing 2013-2014 Citywide Instructional Expectations (CIE) and the demands of the Common Core Learning Standards (CCLS), in relation to State academic content and assessment data from sources such as the Progress Report, Quality Review, School Survey, and Teacher Team work; we identified *using assessing and advancing questions in Math* as a school-wide instructional focus/need.

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

1. Math Instruction

The use of Depth of Knowledge questioning, incorporation of specific rubrics to assess their understanding, the Performance Tasks, and the implementation of the Go Math series will be used to achieve this goal. Administrators, coaches, teachers, SETSS, Speech, AIS and all other support staff will be used to achieve this goal. To monitor and evaluate student progress towards achieving this goal teachers have developed grade specific activities, rubrics, and assessments that align with the NYS Common Learning Core Standards.

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

1. CFN 412 Instructional Support Staff, School Administration, Staff Developer/Instructional Coaches and Grade Lead Teachers are key personnel that will implement each strategy/activity.

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

1. All students in grades K-5 progress will be evaluated and the effectiveness and the impact of each strategy/activity will evident in CCLS- Aligned Go Math Units of Study, Go Math Baseline/Benchmark Assessments, NYS/NYC CCLS- Aligned Assessments, and the Danielson's Rubric and student work samples.

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

1. September 9, 2013 –June 26,2014

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

1. Go Math Core Curriculum Components, Common Core-aligned Performance Tasks and supplemental instructional resources are resources that will be used to support each instructional strategy/activity during the 75 minutes math block and the 50 minutes extended day block.

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).

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

Budget and Resource Alignment

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

Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
<ul style="list-style-type: none"> PCEN/LEP 							

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.
 By June 2014, 65% of the students in grades 3-5 will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. As evidenced by the development of the skill of using evidence to support arguments in discussion, stronger writing and the development the communication and collaboration skills that support college and career readiness.

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.
 After reviewing and analyzing the 2013-2014 Citywide Instructional Expectations (CIE) and the demands of the Common Core Learning Standards (CCLS), in relation to State academic content and assessment data from sources such as the Progress Report, Quality Review, School Survey, and Teacher team work; we identified *evidence in argument* in Writing as a school-wide instructional focus/need.

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

- Students have rich and rigorous conversations, which are dependent on a common text.
- Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Teachers plan writing units that emphasize use of evidence to inform or make an argument.

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

- CFN 412 Instructional Support Staff, School Administration, Staff Developer/Instructional Coaches and Grade Lead Teachers are key personnel that will implement each strategy/activity.

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

- Target students or students in the lowest third in grades 3-5 progress will be evaluated and, effectiveness and the impact of each strategy/activity will be evident in CCLS- Aligned Writing Units of Study, Writing Baseline/Benchmark Assessments, NYS/NYC CCLS- Aligned Assessments, and the Danielson's Framework for Teaching and student work samples.

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

- September 9, 2013 –June 26,2014

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

- Writing Core Curriculum Components, Common Core-aligned Performance Tasks and supplemental instructional resources are resources that will be used to support each instructional strategy/activity during 50 minutes extended day block.

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

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

Budget and Resource Alignment

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

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

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.

By June 2014 65% of our students in grades K-5 will prepare for and participate effectively in a range of conversations and collaborations with diverse partners. As evidence students will building on others' ideas and expressing their own clearly and persuasively through high-quality discussions, by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

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.

After reviewing and analyzing 2013-2014 Citywide Instructional Expectations (CIE) and the demands of the Common Core Learning Standards (CCLS), in relation to State academic content and assessment data from sources such as the Progress Report, Quality Review, School Survey, and Inquiry/Teacher Team work; we identified *student-to-student discussion* as a school-wide instructional focus/need.

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

Strategies/activities that encompass the needs of identified subgroups;

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Use their experience and their knowledge of language logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

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

1. CFN 412 Instructional Support Staff, School Administration, Staff Developer/Instructional Coaches and Grade Lead Teachers are key personnel that will implement each strategy/activity.

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

1. Targets to evaluate, effectiveness and the impact of each strategy/activity are CCLS- Aligned Literacy/Writing, Go Math Units of Study, Baseline/Benchmark Assessments, NYS/NYC CCLS- Aligned Assessments, and the Danielson's Framework for Teaching and student work samples.

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

1. September 9, 2013 –June 26,2014

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

1. Core Curriculum Components, Common Core-aligned Performance Tasks and supplemental instructional resources are resources that will be used to support each instructional strategy/activity during the 90 minutes literacy block, 75 minutes math block and the 50 minutes extended day block.

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).

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

Budget and Resource Alignment

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

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

- PCEN/LEP

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.

By June 2014, the number of Students in the lowest third scoring a Level 2 or higher on the New York State ELA assessment will increase by 10%.

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.

After reviewing and analyzing 2013-2014 Citywide Instructional Expectations (CIE) and the demands of the Common Core Learning Standards (CCLS), in relation to State academic content and assessment data from sources such as the Progress Report, Teacher Team work; we found that during the 2012-2013 school year % of our lowest third scored a level 2 or below on the New York State ELA assessment, benchmark and end of year assessments.

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

1. Instructional pedagogues will collaborate to coordinate and provide staff with appropriate ELA training and support.
2. Instructional pedagogues will continue to refine our process of goal setting to address lesson extensions and differentiation of instruction, to specific learning targets and challenge our lowest third students in alignment with the Common Core Learning Standards (CCLS) for the appropriate instructional grade. We will identify a target population of students in grades 4 and 5 at levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades by demonstrating growth into the next level. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.

3. Literacy Instruction

- CCLS Align ELA instruction with students' learning goals and interim benchmarks aligned CCLS toward achievement promotional criteria,
- Use of assessment data to determine instruction delivery indicated for whole group (with scaffolds), and targeted small group differentiated instruction and center activities,
- Strategic planning and grouping integrating research-based strategies to meet student needs.

4. To address our lowest third population, instructional pedagogues will collaborate with our CFN Special Education School Improvement Specialist and ELL Specialist to focus on our strengths and needs in English language acquisition, and literacy instruction (academic language, critical thinking and writing).

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

1. CFN 412 Instructional Support Staff, School Administration, Staff Developer/Instructional Coaches and Grade Lead Teachers are key personnel that will implement each strategy/activity.

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

1. Targets to evaluate, effectiveness and the impact of each strategy/activity are CCLS- Aligned Literacy Units of Study, Storytown Baseline/Benchmark Assessments, NYS/NYC CCLS- Aligned Assessments, and the Danielson's Framework for Teaching and student work samples.

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

1. September 9, 2013 –June 26,2014

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

1. Storytown Core Curriculum Components, Common Core-aligned Performance Tasks and supplemental instructional resources are resources that will be used to support each instructional strategy/activity.

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).

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

Budget and Resource Alignment

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

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

- PCEN/LEP

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	Skills based instruction based upon instructional needs identified through 2013 ELA Item-analysis, ELA Benchmark and Baseline Assessments and current formative assessments. Small group instruction of 6 to 8 students during school day, strategies based heavily on tested performance indicators within the ELA Common Core Standards and Instructional Shifts.	AIS services are delivered using push-in model by AIS providers through small group instruction and pull-out model through one-to-one instruction.	The services are provided during the school day at least three times a week, during extended day twice a week, during our afterschool programs and our Saturday Academy.
Mathematics	Skills based instruction based upon instructional needs identified through 2013 Math Item-analysis, Math Benchmark and Baseline Assessments and current formative assessments. Small group instruction of 6 to 8 students during school day, strategies based heavily on tested performance indicators within the Math Common Core Standards and Instructional Shifts.	AIS services are delivered using push-in model by AIS providers through small group instruction and pull-out model through one-to-one instruction.	The services are provided during the school day at least three times a week, during extended day twice a week, during our afterschool programs and our Saturday Academy.
Science	This year and we are targeting Science through Literacy. All students are reading and writing non-fiction text. In addition, we are reinforcing and/or introducing reading skills in this content area through experiments and informative/explanatory essays. Through small group instruction we are providing at risk services to students and reinforcing academic vocabulary in context.	AIS services are delivered using push-in model by AIS providers through small group instruction and pull-out model through one-to-one instruction.	The services are provided during the school day at least three times a week, during extended day twice a week, during our afterschool programs and our Saturday Academy.
Social Studies	This year and we are targeting Social Studies through Literacy. All students are reading and writing non-fiction text. In addition, we are reinforcing and/or introducing reading skills in this content area through project based learning and informative/explanatory essays. Through small group instruction we are providing at risk services to students and reinforcing academic vocabulary in context.	AIS services are delivered using push-in model by AIS providers through small group instruction and pull-out model through one-to-one instruction.	The services are provided during the school day at least three times a week, during extended day twice a week, during our afterschool programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Guidance Counselor</i> provides in-house intervention, separation anxiety, and adjustment to school, behavior intervention, infractions, parental contact, attendance issues, and group/individual counseling sessions for character education. <i>School Psychologist</i> provides counseling for students whose behavior interferes with academics. <i>Social Worker</i> provides at risk counseling services is provided to students individually during school hours to address social and emotional differences that may affect academic progress. <i>School nurse</i> and <i>health aide</i> identify, monitor and make recommendations for students with health-	AIS services are delivered using push-in model by AIS providers through small group instruction and pull-out model through one-to-one instruction.	The services are provided during the school day at least three times a week, during extended day twice a week, during our afterschool programs and our Saturday Academy.

**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

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.
Job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

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).
High-quality and ongoing professional development for teachers, assistant principals and principals provided through a variety of sources and strategies. All are involved in the professional development provided by the instructional coaches, CFN mentors and instructional specialist, and administrators and instructional leads. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, citywide and CSA professional development in educational leadership

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
There are 5 students in temporary housing who are currently attending our school. We are using Federal, State, and/or local funds with flexibility to integrate services and programs with the aim of aligning all educational programs to the CCLS and helping all students reach proficient and advanced levels of achievement so that they are college and career ready. In addition to coordinating and integrating school-wide program, we are schools combining Federal, State and/or local funds to provide services for Students in Temporary Housing (STH), Substance Abuse Prevention and Intervention Services (SAPIS) violence prevention programs and informational resources and workshops on housing programs and Head Start. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

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.).
We have created a coherent and seamless transition plan to assist preschool children from early childhood programs to the elementary school program. This transition program is aligned to the CCLS and includes Early Reading curriculums, joint PD & parent involvement activities, sharing of records/info, early intervention services and other resources that provide a foundation for later academic success, and effective school-wide programs that capitalize on this strong early childhood starts.

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.
In addition to State assessment results, teachers will use a need current, ongoing assessment data to analyze student achievement. These data will come from less formal assessments, such as observation, performance assessments, or end-of-year tests. Teachers will be provided with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve and drive instruction.

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 32	Borough Brooklyn	School Number 106
School Name Edward E. Hale		

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 Robert Flores	Assistant Principal Yvonne Ballester
Coach	Coach
ESL Teacher J. Crespo	Guidance Counselor Golombeck
Teacher/Subject Area M. Sanchez-5th grade bilingual	Parent Sasha Garcia
Teacher/Subject Area N. Alicea-3rd grade bilingual	Parent Coordinator S. Ortiz
Related Service Provider M. Willie-Speech Therapist	Other A. Cosby- A.P., I.A.
Network Leader(Only if working with the LAP team) type here	Other W. Gonzalez- Data specialist

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	567	Total number of ELLs	156	ELLs as share of total student population (%)	27.51%
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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): Spanish
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%)	1	1	1	1	2	2								8
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
SELECT ONE														0
Total	2	2	2	2	3	3	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	126	ELL Students with Disabilities	29
SIFE	10	ELLs receiving service 4-6 years	30	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	98	9	9	14	0	11	0	0	0	112
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	28	1	2	16	0	7	0	0	0	44
Total	126	10	11	30	0	18	0	0	0	156

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	15	18	14	21	26								112
SELECT ONE														0
SELECT ONE														0
TOTAL	18	15	18	14	21	26	0	112						

*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	4	7	5	4	12	6								38
Chinese														0
Russian														0
Bengali														0
Urdu	1	1												2
Arabic				1		1								2
Haitian		1			1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	5	5	13	7	0	0	0	0	0	0	0	44

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)	10	3	6	10	11	13								53

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)	2	12	7	3	11	10								45
Advanced (A)	11	9	10	5	13	10								58
Total	23	24	23	18	35	33	0	0	0	0	0	0	0	156

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	2	0	0	0	0
4	19	12	0	0	
5	24	1	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	0	0	0	0	0	0	
4	6	6	8	13	0	4	0	0	
5	7	12	0	7	0	2	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

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								

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.

To assess early literacy skills of our ELLs in kindergarten through fifth grade, we use Storytown Baseline and Benchmark Assessment. We also use Spotlight on English which assess the students skills in all four modalities-listening/speaking and reading/writing. Storytown assessments take place at the beginning, middle and end of year. Spotlight assessments are given at the beginning of the year, after each unit(monthly) and at the end of year. In addition, we use running records (English and Spanish), ELA scores and ELE. These assessment tools test a variety of skills—both decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We use this data to analyze weakness in the skill area tested and define our learning targets and short term goals. By looking at the data provided by these tools, the school plans its instructional focus. The data demonstrate a weakness in writing skills, therefore our focus is to have ELLs write expository text in which they demonstrate the commands of the conventions of standard English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. Reading, considered to be one of the receptive aspects of language and writing, considered to be one of the expressive aspects remain a challenge for our students. Many of our ELLs received a “P” in listening and speaking but did not test out due to the reading/writing. This is a clear indicator that there is a need to increase explicit ESL instruction throughout the grade levels to provide ELLs with the tools necessary to navigate the language through deep structure, text patterns and genre so that the ELLs will be better equipped to navigate language through persuasion, editorializing, debating and the other suprasegmental features of the language correctly. In disaggregating the data one can see that the challenge arises once the students have to read and write on their own. This is in line with what research states, “Learners hear more language, a greater variety of language and have more language directed toward them...” (Gibbons, p. 17). It is significant that most of the ELLs in this category fall in the middle indicating a need to broaden the language teaching to challenge and push our ELLs ahead through scaffolding and strategies that will help them navigate the L2.

The implications in transitional bilingual classes is to provide rich and meaningful content first in L1 in order to assure meaning and purpose. Once the specialized language is mastered in L1 the vocabulary and patterns are more easily transferred to L2. In addition, this specialized language will continue to begin at the early childhood level to assure spiraling of learning. For ELLs entering our school in grades 3 and up the implications for the freestanding ESL is to assure that students get that specialized vocabulary by providing the scaffolding techniques during the push-in and pull-out ESL time. The ESL teacher will continue to provide ESL services during content area instruction to provide activities to help the targeted ELLs master content area vocabulary and structures.

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](#))

It is clear that in order for ELLs in all of the programs to succeed in L2, we will have to continue to broaden and challenge our students using rigorous academic standards geared to the four modalities. Difficulties in L2, even for the Advanced students lie in the deep structure when ELLs have to manipulate not only explicit tangible language, but also implicit deductive and inductive language and higher critical thinking strategies that include analysis, synthesis, and evaluation. Since writing is the highest level in both L1 and L2, it is not surprising that our ELLs perform at a level below grade and age. In order to address the needs of our ELLs in reading and writing in English, we will continue to use scaffolding techniques to promote language structure and meaning including strategies such a stretching out the word, using parts of the words to read the whole word, understanding and using idiomatic expressions and figurative language, reading aloud and/or silently to see if it sounds right, phonetic and phonemic awareness (phonemes, allophones), morphemes to add meaning (prefixes, suffixes, word endings, compound words) and syntax. We will also continue to use a variety of graphic organizers and the use of context clues to enhance vocabulary and word usage that will challenge our ELLs in higher level comprehension and writing, note taking, the use of semantic webs, and word banks about specific topics to increase technical and specialized vocabulary. Our ELLs often have less difficulty with narrative reading and writing since these are sequential pieces and the use of signal words help to construct meaning. Content area reading and writing, however use

different linguistic structures and patterns and meaning is often embedded within the context. To address these needs we will extend the context, which means to widen the range and knowledge of the three cueing systems (semantic, syntactic, and graphophonic) and use these systems within a content/context base. We will continue to assure that the content has been introduced in L1 for bilingual TBE and Bilingual Special Education classes to assure activation of prior knowledge and background. For students in the freestanding ESL program, content will be introduced using scaffolds going from concrete to abstract to address meaning. We can further broaden meaning in L2 using posters, pictures, maps, globes, graphic organizers and cognates. Using Balanced Literacy as the stepping stone we will continue to use newspapers, magazines and non fiction literature to promote the needs of deep structure and formalized language presented in L2. Since the problems often occur in expository reading and writing pieces (including persuasive and non-fiction) and this type of reading and writing occurs more on standardized exams, we will assure that our ELLs are exposed more to this type of genre.

Our bilingual general education and special education classes house students at various levels in their second language development. These classes range from Beginning level to Advanced and there are not enough students to form more than one bilingual class on a grade. In order to address the needs of these students in multi-level classrooms, our teachers provide differentiated learning and activities. In order to meet the needs of all of the learners, we start out with a 60/40 model in September and gradually move to an increase in English using scaffolding and usually with a subject such as social studies since social studies leads itself to hands-on activities--maps, graphic organizers, pictures, and others whereby the language can be embedded within the activity.

For the advanced students there will be more English based texts to promote content area language and structure and during independent time; these students will be given more parallel activities in English.

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. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

There is a tendency for ELLs to show progression in listening and speaking on the NYSESLAT from a Beginner level to an Intermediate to an Advanced level on the upper grades. However, looking at the ELA that most of our ELLs took last year when they were in the third, fourth and fifth grades, there is a need to challenge and foster the specialized language. The majority of our our ELLs show a score on the ELA of level 2 which is still below grade level. Therefore, our bilingual program teachers will continue to support our students to assure learning of the content and specialized vocabulary use. Additionally, if we look at the math test given to last year's third, fourth and fifth grade ELLs, those in bilingual classes tended to perform better than those in freestanding ESL. Since our students in bilingual classes took the exam in L1, they did not have to navigate BICS and CALPS at the same time. Hence, they were able to focus on the specialized vocabulary in L1 and the strategies needed in math. Our ELLs in freestanding ESL performed well but still need support in the specialized vocabulary and structures. Our bilingual program teachers and all teachers who impact on ELL students will continue to support our students in deep structure, text analysis and vocabulary and structures to assure learning of the content and language used. The freestanding ESL component will continue to push into classrooms during content area instruction to support the specialized vocabulary and structures found in Science, Social Studies, and Math.

We also note that our ELLs who performed on an Advanced level on the NYSESLAT still need to master strategies of language that move ahead on Bloom's Taxonomy. We saw that many of these students performed a Level 2 in ELA. In order to move our level 2 ELLs to levels 3 and 4, we will provide our ELLs, especially those who will have to take the ELA with extra periods of instruction especially through our After-School Programs. Special practice material for practice for the ELA has been presented to all classroom teachers including those of ELLs in grades 3-5.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Interim assessments are used to drive the instruction in the classroom to help our ELLs forge ahead. As teachers we look at the assessment data to note students' strengths and weaknesses and then design lessons and activities to address those needs. The Interim assessments are analyzed per item tested and teachers plan lessons around these results. Interim assessments are also used as a practice

for standardized exams including the NYSESLAT so that students can get a feeling of the exam and the expectation. The school leadership team uses the assessments as a way to graph progress much as the other assessments do. The school leadership team and teachers use the data to identify our school-wide focus, determine our learning targets and long term goals. Finally, we use the results of the interim assessments to monitor and define progress.

c. What is the school learning about ELLs from the periodic assessments? How is the Native Language used?

The school has been analyzing data from the different interim assessments used that ELLs take. We have seen a need for direct instruction in expository writing across the grades. To address this need, we have purchased resource material called “The Write Source in all classes. The bilingual classes use Story Town ELL guided reading by Harcourt which has a writing component. Teacher formulate a sound writing program. In addition, we have seen that the ELLs have difficulties in grammar, syntax and semantics, word meaning, synonyms and antonyms.

At P.S. 106 we have implemented the Balanced Literacy Model and GO MATH for mathematics instruction. Balanced literacy approach to reading and writing helps students become independent learners. GO MATH is a mathematics program available in English and Spanish. It is provided to our bilingual classrooms in Spanish so that ELL students have parallel material to their monolingual counterparts. In using native language, bilingual students can learn the specialized language and structures needed to succeed. Balanced Literacy is also done in L1 in bilingual classes using the same strategies. This helps our bilingual students foster concepts and knowledge which they can later transfer to L2. Science is also presented in the native language in the 60/40 and 50/50 models with a linguistic summary presented in English to foster L2 vocabulary and structures since the concepts were already developed in L1. The linguistic summary in L2 increases in time during the course of the school year. So, for example, from September to approximately December a 60/40 model will continue to be implemented in our bilingual classes to accommodate the many OTC ELLs who enter our school and attend the bilingual classes. The program model will change in January to a 50/50 model in order to challenge our ELLs to use the knowledge gained during the first half of the school year. We will also introduce a content area to be presented and taught in English—preferably Social Studies since that is a hands on approach and English can more readily be learned through the activities and manipulatives. For students on an Advanced level, the 25/75 model will be used and during work time (active engagement) parallel material will be given in English and their instruction will be differentiated to meet their linguistic needs. The science and social studies cluster teachers provide supplementary instruction in these content areas in English. Since the students have already been introduced to the material in L1, their instruction further fosters language and concepts in L2. These teachers, too, use the Workshop Model to differentiate instruction.

Our Freestanding ESL program uses a push-in /pull-out model. The ESL teacher works with ELLs in monolingual classes. The ESL teacher uses methods and approaches intrinsic to ESL to challenge the ELL population to master vocabulary, structures, patterns and concepts needed to compete with the non ELL population. All instruction is done in English using classroom materials of Just Right books, social studies, science, and math material as well as ESL material—big books, pictures, concrete and semi-abstract materials, read-alouds, and other picture rich/print rich materials.

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](#).)

Our school uses data such as NYSESLAT, ELA, Math, LABand periodic assessment to determine which Tier of Instructional support to provide our Ells. First, a universal screening is given when the student first enters the school system. This screening which consist of an interview with parent, Lab-R and LAB(spanish speaking students) are used to guide instruction for ELLS. Theses assessments are used to establish a baseline of student performance. Those students who fall in Tier II and Tier III are enrolled in the extended day. Eighty percent of our ELLS participate in our extended day tutorial program. The extended day tutorial program consist of students in Tier II and III who are our targeted students. They are part of the Inquiry Team Population where students are provided with core instruction tailored to their needs and are monitor to assess progress in targeted skills.

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

At P.S. 106 we make sure that a child's second language development is considered in istructional decisions. First, we use the information that is obtained at the interview with parent. We use this information to gain insight to the childs educational history. For example, we can identify prior schooling if any. One istructional decision that we have made at P.S. 106 is to have a newcomers kit available in all classes with ELLS to help teachers provide scaffolding and differentiated instruction to ELLS

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?

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

To evaluate the success of our ELLs, we look at several assessments—standardized ELA, Math, Science and Social Studies tests, NYSESLAT results—how many students moved up a level, periodic, interim and “Mock” tests to see growth, informal assessments—Running Records, teacher made tests, parent-teacher conferences and meetings, the School Report Card, the Parent/Teacher Surveys, student participation in after school, articulation with cluster teachers and all service providers to see how the students are doing. The information we get from this multi-faceted evaluations provides the data to know if we have a successful program for our ELLs.

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](#).)

1. Initial Identification takes place during the registration process. The ESL teacher, Ms. Jacqueline Crespo is present to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the LAB-R (if necessary) and any other formal initial assessments. She also examines any information brought in by the parent (report cards, progress reports, and any other information that will aid in the initial identification as well as proper placement of the child. Eligible students are tested on the LAB-R and Spanish LAB (if necessary) no more than ten days after initial enrollment as per compliance regulations. If a student is identify as an ELL student , the parent is given an orientation of ELL programs available and is given the Parent Selection Form to select which program their child will be placed according to parent preference. Ms. Crespo has an ESL license in addition to a Bilingual Common Branch Spanish license, and is currently teaching ESL to ELLs in monolingual classes. She had taught second grade bilingual previously for more than ten years. We also have the services of our previous ESL teacher, Ms. Diana Glass who has an ESL license as well as a Bilingual Common Branch Spanish license. She taught ESL for 35 years. When available, she is also called upon to conduct the initial screening.

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 parental understanding of the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), we send out letters to parent and inform them when the orientation will take place. We provide at least two parental orientations where program information is available in several forms—brochures and reading material written in the language of the parent; a video presentation made by the Department of Education in which each program is described in detail; and an oral presentation made by the Parent Coordinator and the English as a Second Language Teacher. In addition, we invite the parents to visit the classrooms and/or sites where each program is available. The ESL teacher also meets with parents on an individual basis for over the counter registrants and explains each program model in depth. When parents are not available to attend parent orientation sessions, she invites them to come to the school at various times of the school day (8:30 a.m. – 3:00 p.m.) and provides the orientation then. During the Fall sessions of “Meet your child’s teacher,” the Parent Coordinator, the ESL teacher and program teachers provide an explanation of different programs available at our school including Bilingual/ESL programs. Furthermore, there is a parent meeting held in September in which all OTPS explain the different programs (Title I Reading LAB, Title I Math LAB, AIS) at the school. The ESL teacher explains the Bilingual/ESL program models available. There is another parent meeting held before

standardized testing in which parents of ELL students are given information on Bilingual/ESL programs. The ESL teacher also helps out during pre-registration and explains the different program models and provides initial screening for new entrants. In addition, she gives an orientation to pre-k parents in June as a jump start for incoming kindergarten students in September. Furthermore, parents are notified via letter and follow-up telephone calls about all orientations, meetings and workshops that impact on ELL programs and models. Finally, bilingual teachers provide orientations to parents of ELLs (in their classrooms) who have not attended any other parent orientation session or have been registered after the parent orientations were conducted. They provide these orientations during Parent-Teacher Conferences during the afternoon and evening sessions.

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](#)].)

Our school ensures that all program selection forms are returned by doing the following:

- A letter is sent out informing parents of the date, time, and place of the parent orientation for the explanation, video, and completion of the Parent Survey and Program Selection Form. The letter delineates regulations set forth by CR Part 154 regarding the default program for ELLs for parents who do not fill out the above stated form.
 - Phone calls are made prior to the meeting in which the ESL teacher reviews the importance of attending the meeting and explains the default program for ELLs again.
 - At the meeting after the presentation of the video and discussion of the different program models, parents have the opportunity to ask questions, receive further clarification and then fill out the Program Selection Form.
 - For those parents who have not attended the parent orientation, the parent coordinator makes phone calls and meets with parents on an individual basis.
 - At the parent teas (meetings with parents and teachers held during the first few days of school) parents who need to fill out the program selection form meet with the ESL teacher for an orientation, clarification and completion of the Parent Selection Form.
 - Bilingual teachers and or the ESL teacher meet with parents who have not filled out the entitlement letter during Parent-Teacher conference afternoon and evening sessions. They also provide parents with the continuation letters for signature if necessary.
 - There is a parent meeting held with OTPS in September where different programs are explained. Parents who are present and have not signed the Parent Survey are provided with an orientation and asked to fill out the parent selection form.
 - Parents who have failed to sign the Parent Survey receive a letter that their children have been placed in the bilingual class of that grade by default.
 - * After the above procedures have been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various bilingual/ESL programs. Parents make their decision and the form is then sent home for parent signature.
 - * If the form is not returned and the parent has been contacted various times using a number of ways of contacting the parent, the child is placed in the default program.
 - * First entitlement letter records are maintained by the ESL teacher in a folder entitled "Parent Survey and Selection Forms, 2013-2014 school year." Within the folder the first time entitlement letters are organized first by the Transitional Bilingual Program and then the Free Standing ESL. Furthermore, a copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained by year and boxed accordingly.
 - Continued Entitlement letters are given to the students to take home for parent signature after reviewing the NYSESLAT scores in September.
 - For those students who do not return the continuation letters phone calls are made and follow-up letters given until they are brought back.
 - * If the continuation letters have not been returned by Open School Evening and Day sessions, classroom teachers request signature if the parent is in attendance.
 - * The Continued Entitlement letters are maintained by the ESL teacher in a folder entitled "Continued Entitlement letters, 2013-2014 school year. Within the folder the entitlement letters are organized first by the Transitional Bilingual Program and then the Free Standing ESL. Furthermore, a copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained by year and boxed accordingly.
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.

During the Parent Orientation and/or any other meetings held to advise parents of Bilingual/ESL services, the ESL teacher explains the HLIS, LAB/R, NYSESLAT and Spanish LAB (to determine language dominance). She explains first time entitlement status based on the LAB-R and continued entitlement status based on the NYSESLAT scores. During the parent orientation and the completion of the Parent Survey and Selection forms, the ESL teacher reviews the documents and articulates with the parents the students' placement based on the parents' selection as per the survey. A placement letter is also sent home notifying student placement. All written and oral communication is done in the language of the parent. When the language is not spoken by any staff member, we use the translation service from the Department of Education. We assure that any written communication (first time entitlement letter, parent survey and selection forms, continued entitlement letters, and so forth) are presented in the parents' native language if available from the Department of Education.

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.

ELLs are evaluated annually using the NYSESLAT. Prior to the testing the ESL teacher checks the document produced by ATS-- "Students eligible for the NYSESLAT" to assure that all entitled students have been identified and have received the LAB-R. She checks this document against pre-slugged answer sheets and makes up answer sheets for those students who do not have them. In addition, she pulls those answer sheets of students who have either been discharged or who are not ELLs as per the LAB-R. A parent meeting is held at the beginning of the school year to explain different assessments provided to all students including the ELLs. Additionally, a meeting is held prior to the administration of the NYSESLAT to discuss the different aspects of the test and how parents can help prepare their children for it. The parents also receive written material in their native language that gives pertinent information on the NYSESLAT. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT.

The following steps are taken to administer the NYSESLAT:

- * First, the RLAT is produced which provides a list of students entitled to take the NYSESLAT
- * Second, the ESL teacher divides the students into groups to be given the speaking section of the test. Students are tested by other teachers who are not their formal classroom teacher. The speaking section is done on an individual basis
- * Third, the dates are established for the other three sections of the test within the window given by NY State. The order of the test are listening, reading and writing.
- * Last, the test are given following all protocols for administering a state exam

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. 

Parent Surveys and Parent Selection forms indicate a request for a transitional bilingual program for ELL students who are Spanish speaking. Our current registration for the 2013-2014 school year showed that 21 of incoming ELL students have been placed in bilingual classes as per parent selection forms; 5 of incoming ELL students have been placed in our freestanding ESL program as per parental consent. Parents of ELL students who are not Spanish speaking have refused the transfer option and/or there is no transfer option available. The trend in program choice that parents have selected is a Transitional Bilingual Program. Our program models are aligned with parent request.

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 in the Transitional Bilingual Classes is organized using the self-contained model. There is one bilingual class per grade level except in grades 4 and 5 where there is an additional bilingual class serving special needs' ELLs in a 12:1:1 model. The classes move as a block for different cluster periods. The classes are organized heterogeneously since we do not have enough students to form an additional bilingual class per grade or on contiguous grades.

Instruction in the Freestanding ESL program is organized using a push-in/pull out model. During the push-in model the ESL teacher co-teaches with the classroom teacher and provides the extra scaffolds and support needed by the ELLs to master the deep structure and vocabulary of L2. While the ELLs may have different proficiency levels, the students are grouped accordingly. During the pull-out model the ESL teacher works with ELLs across proficiency levels in small groups to foster higher linguistic knowledge in order to create critical thinking skills. She groups according to proficiency levels as well as grade levels or contiguous grade levels.

The school staff has a clear vision that includes high expectations for ELLs supported by a plan of action. Teacher monitors ELLs progress by analyzing data. Teacher are then able to individualize students needs and provide scaffolding strategies and differentiated instruction. Collaboration and planning among teachers during inquiry team meetings takes place to ensure that students needs are met. Curriculum and instruction are delivered and aligned to the CCSS to help students master skills needed. Parents are informed through P.A. meetings, letters and progress reports on school instructional focus and how they can help their child succeed.

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)?

In our transitional bilingual classes the bilingual teacher provides the mandated number of instructional minutes according to proficiency levels obtained by NYSESLAT and in accordance with CR Part 154 for ESL, ELA and Native Language Arts. Since our bilingual classes are organized across proficiency levels, the teachers use differentiated instruction to provide the mandated number of ESL/ELA to each entitled student. According to CR Part 154, bilingual teachers provide one unit of study in Native Language Arts (180 minutes) per week; two units of ESL for Beginner and Intermediate students as evidenced by the NYSESLAT for ELLs in grades one through five and the LAB-R for ELLs in kindergarten or those without NYSESLAT scores; and one unit of study of ESL and one unit of study of English Language Arts for Advanced students. The Content Area Instruction is provided in the native language following our program model (70-30, 50-50, 25-75) except for Social Studies which is conducted in English using scaffolding techniques such as graphic organizers, mapping, cognates, and so forth.

The ESL teacher provides all targeted ELLs in the Free Standing ESL program with the mandated number of units of study (two units of study) for the Beginner and Intermediate level students as per NYSESLAT and/or LAB-R assessments as well as one unit of study of ESL and one unit of study of ELA to the advanced population of ELLs. Our ESL teacher also uses differentiated instruction to provide the linguistic needs of the entitled ESL students. Our librarian who also has a bilingual common branch license provides additional instruction and skill building to students in bilingual as well as Free Standing ESL classes. Content area instruction is provided by the mainstream classroom teacher using ESL methodologies to provide a learning classroom environment in which our ELLs can effectively acquire academic content knowledge. In addition, the ESL teacher parallels her instruction with the unit of study in Science/Social Studies followed by the classroom teacher.

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.

In our transitional bilingual classes (Spanish) content areas (Math, Science and Social Studies) are delivered in the native language using a 60-40 model. In this way the content is comprehensible to all of the students and helps them transition to the 50-50 model around January. The bilingual teachers take one content (Social Studies since this content can be broken down using manipulatives--maps, graphic organizers, use of prior knowledge etc.) to help ELLs start to navigate content area vocabulary and structures. Teachers use charts, graphic organizers, projects, performance tasks, use of smart boards, technology, cooperative learning, peer tutoring, games, field trips, differentiated instruction and other proven methodologies to enrich the language development of L1 and prepare their students to move to the 50-50 model and then the 25-75 model by March.

In our Freestanding ESL program content areas (Math, Science and Social Studies) are delivered in English by the classroom teacher using pictures, graphic organizers, charts with realia, computers, baskets of books in the students' native languages, peer buddies performance tasks, performance tasks, smart boards, technology, and other proven methods to make content comprehensible to enrich language development. The ESL teacher provides support to the ELLs in content area using word banks, charts, Venn Diagrams, labels, games, graphic representation, QAR, and other proven methods to scaffold the language to make content more comprehensible and enrich language development. While the cluster teachers provide instruction in English to both bilingual classes and monolingual classes where there are ELLs, these teachers provide language rich/print rich environments that help ELLs manipulate the higher language and structures needed in the content areas. Our cluster teachers have been provided with staff development in L2 strategies to foster deep structure and higher vocabulary--figurative language, idiomatic expressions, multi-meaning words and so forth. Our music teacher provides activities in rhyming, lyrics, and songs/poetry that helps ELLs in listening and speaking. Our social studies/science cluster has attended Q-TEL workshops. Our writing cluster is an experienced upper grade teacher and provides instructional services to promote the highest linguistic skill--writing using stories and literature as a base.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

There are several tools used to evaluate ELLs in their native language (at P.S. 106 ELLs who are Spanish speaking and receiving bilingual instruction are evaluated in Spanish). The initial identification is done using the HLIS. The answers are verified and analyzed by the ESL teacher. Once a potential ELL is identified and screened as eligible for testing, the ELL student (Spanish speaking) is given the Spanish LAB as a form of language dominance. Once placed in the bilingual classes, the ELLs are given "Villacuentos" baseline and unit assessments in Spanish. Informal tests in the content areas, and common core performance task are also used across the grades to evaluate native language throughout the year. The inquiry teams targeted students are given informal assessment in Native Language according to targeted skills. At the end of the school year students in bilingual classes in grades 3-5 receive the ELE. Data is analyzed and instruction driven according to students' weaknesses.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

There are several tools used to evaluate ELLs in all four modalities of English acquisition throughout the year. First, teacher use Spotlight on English Assessments by Santillana which provide a baseline assessment at the beginning and end of year. It also provides monthly unit assessments in all four modalities. Second, teacher use Empire State Nyseslat by Continental Press throughout the year to teach and assess students in all four modalities.. Last, teacher use Getting Ready for the Nyseslat by Attanasio & Associates and teacher made assessments to determine English proficiency in all four modalities. These monthly assessments are used to drive instruction and evaluate ELLs in all four modalities.

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).

a. Describe your instructional plan for SIFE.

Our instructional plan for SIFE students include support in L1. Teachers have a " Cartilla Fonetica Kit" in the bilingual classroom for those students in 3-5 grade who cannot read in native language. For those SIFE students reading strategies are done in the

native language using Cartilla Fonética, sight words, penmanship, individualized instruction, letter formation, breaking words down into syllables, matching beginning sounds to the picture, and other pre-reading strategies. For SIFE students in the Freestanding ESL program there is support in the L1 using baskets of books purchased. In addition all SIFE students receive support from our technology teacher using a special decoding and comprehension program called "Headsprout." The classroom as well as cluster teachers (especially our writing and literacy teachers) provide differentiated instruction in beginning reading and writing strategies. The ESL teacher provides some multicultural lessons and material on American culture. These students also form our inquiry target population. Finally they are encouraged to attend the extended day program where further instruction is given, as well after-school .

b. Describe your plan for ELLs in US schools less than three years (newcomers).

For our newcomers (0-3 years) we offer the transitional bilingual program (Spanish) and use the 60-40 model especially for the first four months of entry into our school. We follow the curriculum per grade as well as the mandated number of units of ESL and Native Language. Content area exams are given in the native language. For the newcomers who are not in transitional bilingual classes, the ESL teacher provides the mandated number of units of ESL and confers with classroom teachers to help provide the content area in English using concrete and abstract objects, graphic organizers, cooperative learning, summarizing, K-W-L maps, games, small group activities, role-play, field trips and a cadre of strategies to foster content area vocabulary and comprehensible input and output. Also, the newcomers are taken out twice weekly for a special program called "Headsprout" which is a computer based reading program. This program reinforces the sound-symbol relationship in English and helps "break the code" in English reading quickly and systematically.

In addition, since NCLB now requires ELA testing for ELLs after one year, all of our cluster teachers that impact on ELLs provide differentiated instruction for them targeting vocabulary and deep structure to foster higher critical thinking skills. The cluster teachers along with the classroom teachers provide reading comprehension and vocabulary development using context clues, flowcharts, synonyms/antonyms, and multi-meaning words, to help this population of students move on to the next level. This population of students is provided with strategies to find key words and phrases to answer reading comprehension questions. The ESL teacher prepares her population of newcomers here for one year or more concentrating on reading comprehension strategies—the five "Ws", key words, vocabulary development. She confers with the classroom teachers and offers scaffolding techniques to the ELLs as well as offer suggestions to the classroom teachers that they can use to help the ELLs in their classes. The ELLs in both bilingual and Free Standing ESL ELLs who will be tested after one year are also provided with ELA strategies and given one period of ELA along with the ESL periods. ESL strategies for ELA are also incorporated throughout the day. This population of ELLs are also provided with and encouraged to participate in the extended day and afterschool programs.

c. Describe your plan for ELLs receiving service 4 to 6 years.

For our ELLs receiving service 4-6 years, we provide differentiated instruction emphasizing reading and writing strategies across content areas. These students also receive extra periods of AIS from the clusters. All of our cluster teachers and out of classroom personnel attend weekly inquiry team meetings; hence, they are aware of the target population and are part of the discussions of Best Teaching Practices for ELLs. This is part of our on-going, in house staff development. This population of ELLs is encouraged to attend our afterschool programs—especially the one that specifically targets ELLs in grades 3-5. The ESL teacher promotes reading and writing through a variety of strategies that emphasize vocabulary and language structure—word banks, context clues, content dictation and many others.

d. Describe your plan for Long-Term ELLs (completed 6 years).

ELLs are entitled to bilingual/ESL services until they test out of the NYSESLAT. This year we have no long term ELLs (completed 6 years). Nevertheless, for those ELLs who fall under this category, we provide instruction using a SIOP type model to foster the language needed to move on to higher learning. The classroom teachers, along with the clusters and out of classroom personnel (ESL teacher, SETTS, Speech teacher) use a variety of visuals—flow charts, venn diagrams, T-charts, and many others to help this population break down the language into comprehensible input. They also use captioning so that this population can see the relationship of main idea and details. Our cluster teachers who impact on classes where there is this population differentiate instruction using material from multiple sources that target reading and writing. The ESL teacher provides many opportunities for reading and writing using strategies such as context clues, outline note, semantic feature analysis, reading for a specific purpose and notetaking to facilitate higher forms of linguistic development. This population also receives services from our inquiry team where these students are part of the target population. These

students are also encouraged to attend after school.

- e. Describe your plan for former ELLS(in year1 and 2 after testing proficient).

Our plan for continuing transitional support is to place former ELLs in the grade appropriate monolingual classroom where our Freestanding ESL students receive services. The classroom teacher has been trained in ESL strategies and uses these strategies to foster the academic as well as social language needed to be successful in school. The ESL teacher continues to monitor the level of the former ELLs and continues to provide technical assistance to the classroom teacher as well as all other teachers who impact on these students. These students also receive services from the AIS cluster teachers.

Our continuing transitional support includes compliance with the testing accommodations for ELLs who have reached proficiency on the NYSESLAT for two years. These accommodations include:

* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative language editions of the exam.

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?

At P.S. 106K we house two bilingual special education self contained classes (grades 3/4 and 4/5). These classes follow the 12:1:1 model. The classroom teachers are certified in both bilingual and special education. They follow the New York City (Children First), NYSED Regulations (Part 154) and Federal Guidelines (Title III) to provide instruction to this population of ELL-SWD. Instruction is always driven by the IEP. The students in these classes have access to the same instructional materials as their peers in the bilingual general education classes. Materials are on grade level and include "Villacuentos" for Native Language Arts, GO Math with the accompanying supplementary materials and manipulatives (Spanish), the Harcourt Science series (Spanish), the Harcourt Social Studies series (English), and Spotlight for ESL. Our ELL-SWD in these bilingual classes learn content area in L1 and can more easily transfer to L2 once the concepts are mastered. These teachers use a cadre of language development strategies to master the academic language in L1 viz a viz--picture cards, visuals, graphic organizers, performance tasks, cognates, and others. Once the vocabulary and concept is mastered in L1, our ELL-SWD are more successful in mastering the language label in L2. Since our school chose Social Studies as the target content to be taught in English, and there is a correlation between Science and Social Studies, our ELL-SWD accelerate their language development since the concept has already been introduced in L1 and through the use of maps, manipulatives, hands-on materials, the use of the smart board, technology, pictures, visuals, and other language strategies to foster that specialized vocabulary they master the concepts in L2 at an accelerated rate. Teachers also use the linguistic levels in Spotlight to foster the linguistic skills needed by the students. The cluster teachers provide their content in English using visuals, pictures and realia to help the students match the concept with the picture. For special needs' students who receive ESL only, the ESL teacher pushes into the classroom and works with the special education teacher in a cooperative setting. Both teachers plan together based on the IEP, NYSESLAT scores and needs shown by the students. One of our monolingual special education teachers has obtained a bilingual extension license. She can provide L1 support when necessary to help her students move on to the next linguistic level. The reading series "Storytown" provides a lot of non-fiction reading and writing which helps our ELL-SWD population master content area and/or expository vocabulary and writing. Our ELL-SWD English only students have the same access to the materials that their peers in the general education classes use. These students are encouraged to attend all extended day and after school programs.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs as follows: All ELL-SWDs parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. While the school focus may be on a specific unit of study (e.g. Writing Realistic Fiction), our ELL students have flexibility to use peer tutoring, shared writing, modeling and other forms to produce the desired writing piece. Our ELL-SWDs also use graphic organizers, technology, the use of the smart board and other forms of manipulatives (computer) to foster the writing piece. In addition, the assessments are often modified so that the ELL-SWDs have more time; hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. They

can complete the task since their time can be extended. Our ELL-SWDs participate in different schoolwide activities with non-disabled peers (trips, holiday celebrations, inter-class visitations, assembly performances and shows, Heritage month celebrations, Ballroom dancing, school spirit days--Halloween Parade, Pajama Day, Flag Day). Flexible scheduling also takes place via mainstreaming of ELLs-SWDs with non-disabled peers as per IEP stipulation.

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:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

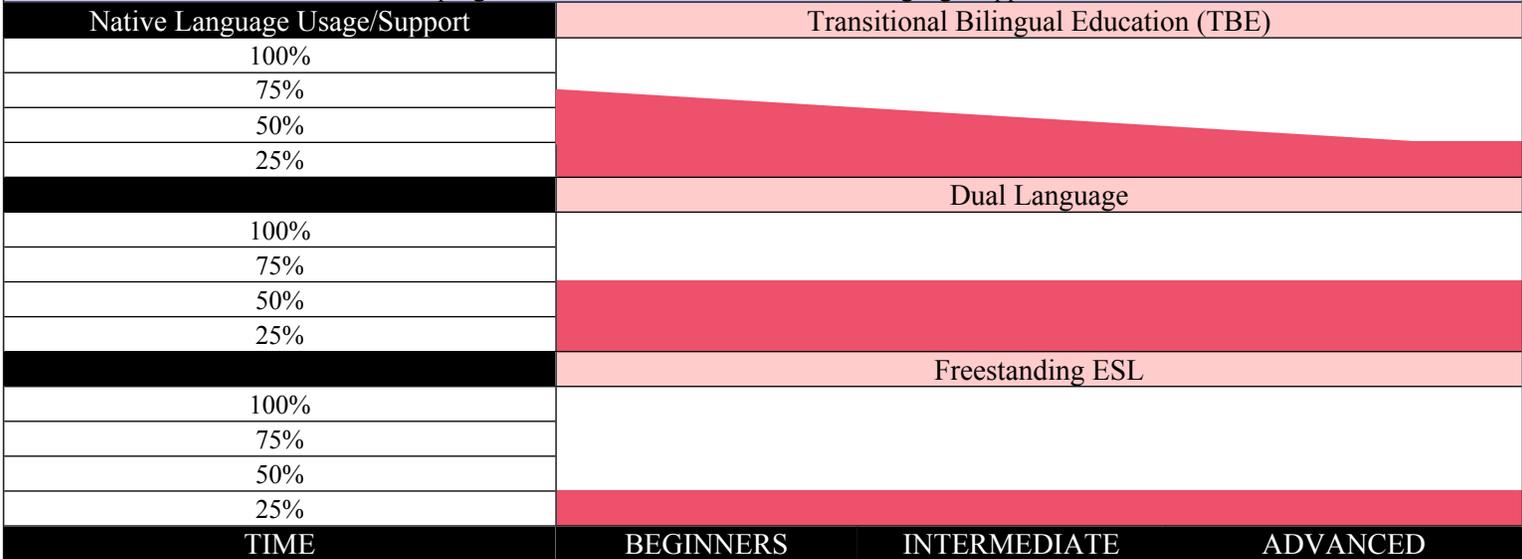
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. First, we have our extended day intervention services. These services are held on Monday and Tuesday from 2:20 to 3:10p.m. Students are given math and reading practice. We also have an afterschool program that begins in January and run through May. The program is held on Mondays and Tuesday from 3:15 to 5:15 pm. The program provides ELA and Math practice to prepare students for the NY state exams. Students who are in a Transitional Bilingual Class receive math instruction in Spanish.

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

Our current program are new and are aligned to the CCSS. GO MATH and Storytown both provide ELL support. We will be evaluating its effectiveness this year.

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

For the upcoming school year we are implementing a tutoring program for ELLs on Wednesday and Thursday that focuses on skill building and strategies needed by ELLs in grades 3-5 to move up on the NYSESLAT exams.

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

There have been no program/services discontinued.

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

ELLs are afforded equal access to all school programs. They participate in the extended day, afterschool

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

All ELLs, regardless of subgroup receive the same materials. We use a Newcomers' Kit—On Our Way to English for all new arrivals. In addition, we have purchased Spotlight on Literacy to encourage reading and writing as well as listening and speaking. There are computers in the bilingual classrooms equal to those in monolingual classes. ELLs attend the computer LAB. We also have a state of the art library complete with computers and research material. Our librarian is a licensed bilingual teacher and is available to all students who need to use the library for research. She is available to offer additional scaffolds to our ELL population. Technology is available all around the school. Teachers have smartboards in their classroom and desktop computers to use in the classroom. They also have rolling labs of laptops computers so students can use them all at once.

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

Native language support is provided in the Transitional Bilingual Program via the nature of the class. There are literature and chapter books in Spanish in our transitional bilingual classes. There is also native language support (Spanish) is delivered by the teachers through Storytown in Spanish, Harcourt Science in Spanish, and independent leveled readers. Students have Spanish-English dictionaries, glossaries with content area specialized vocabulary, resources such as globes (Spanish), a writing resource (Spanish). Our library also stocks many books in Spanish. We do not have a Dual Language Program. Native language support is provided in the ESL program as baskets of literature books and dictionaries have been purchased in the languages present at our school. This material is housed in the monolingual classes where there are ELLs as well as in the ESL classroom. ELLs have access to dictionaries, glossaries, and leveled readers in the languages present at our school.

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

All required services support and resources correspond to ELLs' ages and grade levels using differentiated instructional strategies, the Intervention component of "Storytown" the use of technology in the classroom, "Headsprout," and the use of running records to access and drive individual instruction.

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.

Before the beginning of the school year, newly enrolled ELL students are given a tour of the school with their parents and observe our bilingual classes as well as our monolingual classes. They speak to the teachers, look around and get an orientation of the school, our programs, testing schedules, expectations, school goals and see the video on the different programs offered. Our principal also speaks to the students and parents and highlights special projects offered such as the violin program and ballroom dancing.

18. What language electives are offered to ELLs?

N/A

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)?

Paste response to questions here:

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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Our professional development plan for all personnel who impact on our ELLs (classroom teachers, paraprofessionals, guidance counselor, special education teachers, occupational/physical therapist), speech therapist, secretaries, SAPIS worker, IEP teacher, clusters) includes on-going workshops on strategies and skills needed by ELLs to promote language development. Professional development on ELL strategies are given during faculty conference. Some of our teachers attend professional development outside of the school and the professional development Saturday Academy. All of our literacy and math workshops presented by the literacy coach and data specialist also address the needs of ELLs. The coach, data specialist and ESL teacher demonstrate strategies to promote L2. There is also professional development provided by companies who conduct workshops on instructional materials for ELLs. During the Inquiry Team meetings professional development is provided at the school on Best Practices and Common Core State Standards (CCSS) that correlate to the ESL standards and regulations of CR Part 154.

In addition, there will be a series of workshops open to the entire staff on Saturdays on meeting the needs of our ELLs in relation to the common core standards and their impact on the teaching/learning of ELLs.

2. What professional development is offered to teachers of ELLs

We conduct professional development during Faculty conferences, grade meetings (we have at least one common preparation period per week for pedagogical staff on the same grade and across grades, and across programs), professional periods and Facilitators' meetings held on Friday afternoons and open to the general staff. The administrative staff at our school (Principal and assistant principals) hold bilingual licenses and conduct professional development needed by the staff who impact on our ELL population. In addition, our school psychologist and social worker are hold bilingual licenses and provide professional development on psychological and social needs of our ELL population. Finally, professional development for staff who impact on our ELL population is provided by the Network Professional Development.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As ELLs transition from elementary to middle school, they attend an orientation session at the middle school where middle school personnel meet and explain the school, goals, expectations and so forth. In addition, the ESL teacher sends out a memo to each Assistant Principal in charge of Bilingual/ESL programs at the end of the school year with a list of ELLs who will attend that school and the type of program they received here. In this way there is a continuum of services for each ELL and an easy transition from elementary to middle school. We also assure that all parent letters are placed in the cumulative record of the ELLs. In addition, the contact person from each middle school visits P.S. 106 in the Spring and explain programs and the expectations of each middle school. The contact person from the middle schools often speaks more than one language. Finally, our students, including the ELLs have the opportunity to visit nearby middle schools prior to graduation.

4. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The minimum 7.5 hours of ELL training for all staff as per Jose P. include a series of workshops and mentoring sessions where mandates are shown, strategies are demonstrated and modeled, the pedagogical staff looks at different testing instruments, including the NYSESLAT, program models are discussed and a cadre of strategies are suggested to help ELLs master L2.

It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. The Professional Development program to comply with Jose P. will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performances and Common Core State Standards and how to achieve higher scores on all city and state assessments. Facilitators for the professional development

sessions will include school administrators, Network personnel, ESL teacher, the data specialist, Literacy coach, and the librarian. Insofar as the cluster teachers play an important role in the education of our ELLs during the instructional school day and provide instruction in a specific subject that has specialized vocabularies and linguistic structures (e.g. Art, Music, Health, Social Studies, Science) and the instruction is usually conducted in L2, the cluster teachers will attend these workshops/study groups as well. Topics that will be addressed during these professional development sessions are as follows:

- One 2-hour professional development sessions will be devoted to Scaffolding across the Disciplines: Types of Scaffolding to be held.
- One 2-hour professional development session will be devoted to Differentiated Instructional Strategies to be held One two-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT to be held.
- One two-hour professional development session will be devoted to the instructional strategies needed to increase content area vocabulary in L1 and L2 to students' performance on content area city and state assessments to be held.
- One two-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

During the Inquiry Team meetings the bilingual teacher provides ELL training to non-ELL teachers on ESL strategies and Best Practices for teaching ELLs.

The Saturday Academy Professional Development described above (question #1 in Part D) is open to all staff members./

The records for personnel in need of the 7.5 hours of ELL training as per Jose P. are maintained by sign-in sheets, agendas, and attendance at NABE, SABE, IRA, Math , and technology conferences.

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?

1. Describe parent involvement in your school, including parents of ELLs.

Our parental involvement includes different aspects. We have a Parent Association which meets monthly; in addition, there is a parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and school projects. There are also workshops held monthly on different topics including Breast Cancer Awareness, Asthma, Discipline and Punishment, Nutrition, Stress and Domestic Violence. There are also trips planned where parents can learn about the city and how to use it as a tool to take their children. Our parent coordinator meets with parents on an individual basis to discuss specific parent concerns, offers information on housing, ESL classes, answers questions, helps parents fill out forms for students transitioning to the middle school. She also helps parents understand the IEP and other school data and information including ELL program models. All information is provided in the language of the parent whether it is written or spoken. Our Parent Coordinator also refers parents to community organizations (for example Ridgewood/Bushwick) depending upon the concern and need of the parent.

In addition to our Parent Coordinator, some of our bilingual teachers meet with parents on a regular basis and provide workshops and technical assistance on the learnings taking place in the classroom. For example, one of our bilingual special education teachers has set up a communication folder where she places student exams for a period of time (e.g. 3 weeks) in the folder. Students take the folders home and parents sign each exam and a sign in sheet at the front of the folder. She also conducts meetings on specific skills and strategies being taught in the class. This has proven to be an effective form of articulation with parents. The meetings are held in English and Spanish.

The ESL teacher holds meetings and workshops at least twice per school year; at the beginning of the school year as the parent orientation and then again before the NYSESLAT to review program guidelines and the need for testing. Materials are available in English and the language of the parent. At the beginning of the school year there are also grade teas where the ESL teacher and Parent Coordinator are present to translate and explain school activities and guidelines.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with Cornell which provides workshops. In addition, the New York Psychotherapy offers a workshop on Discipline and Punishment. Finally there is an outside agency which gives a workshop on Special Education.

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated by using questionnaires, surveys, and by parental request. Often parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive. We then plan a program to best suit the needs. Our agendas and sign-in sheets are checked to verify if we have met those needs.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement program is based directly on the needs of the parents. All workshops and activities are geared to help parents get involved in their children's education by understanding it by first dealing with the parents' own needs and desires. (as based on Maslow)

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
R. flores	Principal		1/1/01
Y. Ballester	Assistant Principal		1/1/01
S.ortiz	Parent Coordinator		1/1/01
J. Crespo	ESL Teacher		1/1/01
S. Garcia	Parent		1/1/01
N. Alicea	Teacher/Subject Area		1/1/01
M. Sanchez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
M. Golombeck	Guidance Counselor		1/1/01
	Network Leader		1/1/01
A. Cosby	Other <u>IEP teacher</u>		1/1/01
A. Willie	Other <u>Speech Therapist</u>		1/1/01
W. Gonzalez	Other <u>Data Specialist</u>		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K106 School Name: Edward E. Hale P.S. 106

Cluster: 4 Network: 412

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.

At P.S. 106, our main languages are English and Spanish with a few students speaking Haitian Creole and Arabic. All materials going out to parents are translated to assure parents understanding and involvement. There are two questions on the HLIS (Part 3--Parent Information) which asks parents in which language they would like to receive written information; and in which language they would prefer to communicate orally with staff. We use the data collected from this information to assess our school's written and oral interpretation needs. We also look at the RPOB and the RHLA to assess the languages spoken in our school. Furthermore, we review the data in our LAP to verify languages spoken in our school. We look at agendas, parents' notification letters, parents attending PTA meetings, Parent Coordinators logs, Parent/Teacher Conference attendance sheets, parent teas, after school, evening and Saturday activities attendance and ESL attendance sheets to assess who attends our activities.

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.

A review of the data indicates that our largest language group for which translation and oral interpretation exists is Spanish. We also have a few Arabic speaking parents as well as a few Haitian Creole speakers. The findings are reported to the school community at Leadership Committee meetings, faculty conferences, to all personnel dealing with parents (Parent Coordinator, Attendance personnel, School Based Support Team, Secretaries, SAPIS worker, Teachers and so forth).

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.

At PS 106, we do in-house written translations and use community personnel as the need arises. We have enough pedagogical personnel versed in oral and written Spanish to accomplish this goal. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis. We use the translated letters and HLIS as well as brochures and information provided by the Department of Education Office of English Language Learners. All documents are translated in a timely fashion.

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

Oral interpretation is done in-house. Many of our pedagogues, IEP team as well as our administration speak two languages (English and Spanish). For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet to provide the translation. For our other languages we use parent volunteers and/or community resources and/or use of the translation programs on the Internet. We also use the Department of Education Translation and Interpretation Unit on an as needed basis (for example during Parent-Teacher conferences).

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>.

P.S. 106 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

- *Notify parents using letters sent home (in the languages inherent at our school)
- *Notify parents at Parent Association and Leadership Committee meetings (in the languages inherent at our school)
- *Notify parents at meetings set up by Parent Coordinator (in the languages inherent at our school).
- *Notify parents via bulletin board displays near the entrance of the school (in the languages inherent at our school).

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Edward Everest Hale P.S. 106	DBN: 32K106
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # 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: Rationale:

P.S. 106 is an elementary school located in a socio-economic community in the Bushwick section of Brooklyn. There are 614 students of which 176 or almost 28% are English Language Learners. (These statistics are as of the most recent submission of the LAP). Most of our English Language Learners are also immigrants--the majority coming from Spanish speaking countries and a few coming from Haiti and Arabic speaking countries. We house two types of services for our English Language Learners-- Transitional Bilingual Classes (one per grade level Kindergarten through grade 5 and two bilingual special education classes (12:1:1) for grades 3-4 and 4-5 and FreeStanding ESL in accordance with CR Part 154 and Title III. There is one ESL teacher who services entitled students whose parents choose ESL as the instructional program for their children, students with special needs whose IEPs indicate the need for ESL service and ELLs whose L1 is other than Spanish and whose parents refused the transfer option or where there is no transfer option available. The ESL teacher uses a Pull-out/Push-in model. All bilingual and ESL teachers are fully certified. All of our ELLs are provided with differentiated instruction to meet and exceed city and state learning and performance standards. Student gains are measured by all standardized assessments (ELA, Math, Science) in addition to the ELE, LAB-R and NYSESLAT. According to New York State Education Department's statistics, "The performance of ELL students continues to lag behind their English proficient peers. The gaps between ELLs and English Language Proficient students (ELPs) are greatest in ELA, although gaps also exist in Math performance, and in both ELA and Math the gap tends to grow between Grades 3 and 8." (Memo from Ken Slentz to P-12 Education Committee dated July 17, 2012. An analysis of our data supports the statement made by NYSED. During the 2012 test administration of the ELA, 89 ELLs in grades 3-5 were tested; there were 0 students who received a Level 4; 14 students received a Level 3; 43 students received a Level 2 and 32 students received a Level 1. These numbers indicate that our ELLs have difficulty navigating the vocabulary, language structures and skills incumbent upon our students to master the Common Core Standards and alignment of the NYSESLAT and ELA to be rolled out in 2013. Furthermore, according to the NYSED document cited above, "The performance of general education ELL students on the NYSESLAT...shows a gap compared to the reading and writing, suggesting that ESL and native language instruction needs to focus on reading and writing domains for ELLs. The gaps between the percent of students scoring proficient on the listening and speaking versus reading and writing sections are greatest at grades 2-4...Instruction in these grades should put a greater emphasis on reading and writing, to improve the gap between ELLs gaining speaking and listening proficiency but lagging behind in reading and writing proficiency." As we disaggregated the data on the NYSESLAT, we noted that there was a disproportionate number of ELLs who scored Proficiency in Listening and Speaking as compared to Reading and Writing in grades 2-4. As the ELA is mostly an assessment tool in reading and writing (the two highest linguistic features in developing language--both L1 and L2), it is logical that our ELLs who are tested in ELA after one year in

Part B: Direct Instruction Supplemental Program Information

an ELSS and are still developing their L2 face many challenges. However, P.S. 106 did meet AYP for our ELL subgroup for 2011-2012 compared to last year, but is still below the score for Closing the Achievement Gap. We plan to use Title III funds to strengthen our education for ELLs in bilingual classes by providing strong rigorous instruction in reading and writing in L2 in alignment with the Common Core Standards including building strong content knowledge, building independence so that our students can comprehend and evaluate complex texts across the range, articulating ideas, and acquiring wide vocabulary in L2. We will use our after school program to continue to foster L2 for our ELLs in grades 1-5, mentor our ELLs in specialized and content area vocabulary, provide practice material in ELA, NYSESLAT, Math (in L1) and Science (in L1). Our Saturday Academy will provide one class of instruction in reading in L1 and ESL for our SIFE students in grades 3-5 who need to strengthen both decoding and comprehension in the native language in order to transfer skills to L2. Our second class consists of newcomers from monolingual classes who are in grades 2-4 who will receive ESL and reading in L2.

*Subgroups and grade levels of students to be served:

Our After School classes will serve ELLs from transitional bilingual classes in grades 1-5. In addition, our after school program will be extended for those students in grade 4 for an additional 7 sessions to prepare this population for the New York State Science test. Our Saturday Academy classes will serve two diverse populations--SIFE from transitional bilingual classes in grades 3-5 and newcomers in grades 2-4 from monolingual classes.

*Schedule and Duration:

The After School program will commence on February 26, 2013 and provide instruction and practice in ELA, Math and NYSESLAT. It will run through April 30, 2013 for a total of 16 sessions, 2 days per week, 2 hours per day. Our After School school Science program will commence on May 2, 2013 and run through May 23, 2013 for a total of 7 sessions, 2 days per week, 2 hours per day. Our Saturday Academy will commence on January 26, 2013 and run through May 25, 2013 for a total of 12 sessions, 1 day per week, 3 hours per day.

*Language of Instruction:

Instruction in the After School program for grades 1-5 will be conducted in English for ELA, ESL and NYSESLAT practice and the native language (Spanish) for Math. Instruction in the After School program for grade 4 (Science) will be conducted in the native language (Spanish). Instruction in the Saturday Academy SIFE class will be conducted in the native language (Spanish) and English for the newcomer class.

*# and types of certified teachers:

There will be 7 certified bilingual teachers and 1 certified ESL teacher.

*Types of Materials:

For our After School program we will use Common Core by People Education for practice for the ELA, Empire NYSESLAT for practice for the NYSESLAT, Moving with Math (in Spanish) for practice for the Math

Part B: Direct Instruction Supplemental Program Information

test and supplementary material supplied by Harcourt for practice for the Science test. (In Kind contribution). For our Saturday Academy SIFE class we will use Cartilla Fonetica to help our SIFE students break the code and Escribir para Leer (In Kind contribution) to help our SIFE students with comprehension in L1. For our class for newcomers we will use Rigby On Our Way to English Newcomers' Kit--1, 2, and 3 (In Kind contribution). In addition, we will use Empire NYSESLAT as practice for the newcomers. We will also incorporate the use of technology in our Saturday Academy Newcomers' class to help this group break the code and practice sound-symbol relationship. Technology will also be used to differentiate instruction for this population.

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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:

*Rationale:

P.S. 106's Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning standards and how to achieve higher scores on all city and state assessments. We want to assure that our teachers are equipped with the strategies and techniques to move our ELLs ahead despite challenges and difficulties faced by this population. In addition, we will provide our pedagogical staff with the 7.5 hours of Professional Development as mandated under Jose P.

*Teachers to receive training:

Mandated training will be provided to Title III program teachers as well as other staff members (common branch teachers) responsible for delivery of instruction and services to ELLs.

*Schedule and Duration:

Part C: Professional Development

The Title III Professional Development will commence on Saturday, January 19 and run for 3 sessions, 3 hours per session. We are currently planning to run this professional development one Saturday per month for January, February, and March.

*Topics to be included:

--Establishing a Culture of Learning (Differentiated Instruction, Disaggregation of Data--correlation of NYSESLAT and ELA, correlation of EL Sol and E-Clas, Running Records, Impact of CCSS on the ELL.

--Mandates of Bilingual/ESL instruction (Who are our ELLs? What is the identification process? Mandated services, ESL strategies in the monolingual classroom, Balanced Literacy for English Language Learners.

--Development of Curriculum Maps for English Language Learners (adapting the curriculum and materials to meet the linguistic needs of our ELLs, Citywide Expectations for 2012-2013, the use of technology, educational websites, and digital devices to support our ELLs)

*Name of Provider:

Facilitators for the Professional Development sessions will include School Administrators, ESL teacher, and data specialist.?????

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:

*Rationale:

Part D: Parental Engagement Activities

In order for ELLs to succeed and achieve higher academic standards we include parents as partners in their children's education. P.S. 106 is committed to provide useful information and parent engagement by offering them opportunities to participate in the school community and in their child's education.

*Schedule and Duration:

We have an on-going parent involvement program that includes meetings, workshops and activities involved around the holidays. These meetings take place during the school day as well as in the evening so that all parents are included and can attend. These activities last between one to two hours. In addition selected parents of ELL students will be invited to attend the Parent Institute at the NYSABE for a one day workshop and informational meeting. We also offer ESL classes for parents during the school day.

*Topics to be covered:

--ARIS parent link (parents are invited to the computer room, given an access code and explanation of ARIS so that parents can access their child's school information--testing, attendance, progress report, and so forth)

-- the new format of standardized testing for New York State and the regulations as they pertain to their children. (Testing Accommodations for ELLs, testing requirements, NYSESLAT, ELA, Math, Science, ELE).
-- the promotional criteria (standards) impacting on the ELL population.

--the NYSESLAT Parents' Progress Report

--Math and Literacy Night

--Talent shows, holiday celebrations

--Explanation of the 2012-2013 Citywide Expectations

*Name of Provider:

Robert Flores, Principal; Grace Fernandez, Yvonne Ballester, Assistant Principals; Jacqueline Crespo, ESL teacher, Wanda Gonzalez, Aisha Thurman Cosby, Data specialist; Susie Ortiz, Parent Coordinator; Bilingual Teachers, Benjamin Torres, SAPIS worker; Parent Association; Leadership team

*How Parents will be notified of these activities:

--Parents will be notified via letter sent home in their home language

Part D: Parental Engagement Activities

- Monthly school calendar which is translated in their home language
- Bulletin boards with the letters at the entrance of the building
- Phone calls prior to meetings and activities
- Flyers advertising the event written in the language of the parent

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Part E: Budget

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

Allocation Amount: \$21292

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 	\$16,863.84	5 teachers x 2 hours x 16 sessions x \$50.19 for the After School Math, ELA, NYSESLAT, practice--February 26-April 30, 2013 = \$8,030.40 1 teacher x 2 hours x 07 sessions x \$50.19 for the After School Science practice--May2-May 23, 2013 = \$ 702.66 2 teachers x 3 hours x 12 sessions x \$50.19 for Newcomers/Sife Saturday Academy--January26-May 25, 2013 = \$3,613.68 10 teachers x 3 hours x 3 sessions x \$50.19 for Professional Development January 19, February 09, March 16, 2013 = \$4,517.10 Total-- \$16,863.84
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0,000.00	

