



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 106-Q
DBN (i.e. 01M001): 27Q106
Principal: MARCELLA MICHEL'E SILLS
Principal Email: MSILLS@SCHOOLS.NYC.GOV
Superintendent: MICHELLE LLOYD-BEY
Network Leader: JOSEPH BLAIZE- CEI-PEA 531

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

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	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 the end of School Year 2014, 3% of students in grades 3 through 5 will progress by one level, as measured by NYS ELA Assessment.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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

Activity #1

Professional Development: Professional Development will be given to support staff in implementing the instructional shifts in literacy, in alignment with City Wide Expectations. Teachers are placing a greater emphasis on the utilization of non-fiction texts as well as texts with higher levels of text complexity. Professional development in the use of rubrics to assess student work products is ongoing. The Grade 3 ELA Pre-Assessment MOSL was administered to our students. The Curriculum Specialist and teacher teams analyzed the results of the Pre-Assessment according to student sub-group data. As a result, trends were identified. We will use the ELA Pre-Assessment MOSL in Grades 4 and 5 to support implementation of the ELA Shifts in Literacy. PD will also be given in the area of utilizing assessments to monitor and revise curriculum. Teachers will use the CCLS as well as CCLS aligned rubrics to provide feedback to students about their work. Teachers will use student data and class Action Plans to support student goals for improvement. We will continue to create and implement differentiated interdisciplinary thematic units of instruction in grades K-5. Teachers in grades 3-5 will utilize Learning by Design, a Houghton Mifflin literacy program for the upper elementary grades. The program will support our goal as it is aligned to the CCLS, and provide opportunities for differentiation of instruction, leveled text support, and intervention for struggling students.

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

Activity #2

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

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

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

Responsible Staff Members: Curriculum Specialist, all classroom teachers in grades 3-5.

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

1. The Curriculum Specialist as well as classroom teachers and the Inquiry Team, will evaluate student data from the Grades 4 and 5 ELA Pre-Assessment MOSL as well as interpret the results of the ELAP Practice Exams, both A and B. The results will be disaggregated according to targeted reading skills requiring review. Students will be grouped to support their reading progress as part of Tier 1 instruction. Literacy action plans will be reviewed monthly to determine if progress is being met in achieving student ELA goals for at-risk students. Teachers will continue to focus classroom practices toward the Instructional Shifts in Literacy, in alignment with the City Wide Expectations. Authentic Literacy Tasks will be created

to support students in meeting grade level standards.

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

Implementation Timeline: October 2013- June 2014

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

1. We will utilize the Grades 4 and 5 ELA Pre-Assessment MOSL, in Advance, to support our efforts to achieve our instructional goal of moving our students by one level in ELA, in grades 3-5. Also, we will continue to utilize the MAP and ELAP, which are CCLS aligned test preparation support materials. Time will be allocated during the instructional day to allow collaboration between the Curriculum Specialists, classroom teachers, and the Inquiry Team, for the purpose of analyzing the data and determining next steps for students requiring Tier 2 instructional supports.

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).

- Parents may volunteer and participate in their child's class, observing class activities. The ELA and ESL teachers will work collaboratively to host ELA workshops with parents of students in the lowest third. The workshop materials used will be translated. Support will be offered to parents in their first language.
- The school will continue to host *Meet the Teacher Night* as well as *Curriculum Night* where the literacy curriculum will be discussed as well as student/teacher expectations.
- Parents will be trained on how to use *ARIS Parent Link* to view student data.
- Our Family Worker will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The Family Worker will participate in Network professional development sessions on the identified CCLS in reading and writing.
- Our Parent Coordinator and Curriculum Specialist will facilitate parent workshops to outline how PS 106-Q implements the Instructional Shifts in Literacy throughout the curriculum.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	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, 3% of students in grades 3-5, will increase by one level as measured by the NYS Math Assessment.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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

Activity #1

Math Intervention Plan- Instituted by the Curriculum Specialist and Math Inquiry Team, this plan will include whole, small, and individual group instruction, with a focus on our schools

Lowest Third in grades 3-5. The Action Plan will also outline targeted support for students in Grade 3 who were administered the Grade 3 Mathematics Pre-Assessment MOSL and did not approach or meet the addressed CCLS standards as indicated in the math pre-assessment.

Activity #2

Creation of Teacher Teams: The Math Inquiry Team as well as Grade Leaders in Grades 3-5 will meet monthly to create authentic math tasks and math unit assessments in alignment with the CCLS, to support math instruction. Teachers and our Curriculum Specialist will target At-Risk students in grades 3-5, and through collaborative inquiry in professional learning communities. Teachers will disaggregate student math assessment data to provide small group instruction for our school’s Lowest Third Percentile. We will continue to utilize our Network Support staff to model best practices and to provide professional development.

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

Responsible Staff Members:, Curriculum Specialist, classroom teachers, (Grades 3-5), Math Inquiry Team, Network Support Staff.

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

1. Math action plans will be evaluated monthly to determine student progress toward goal attainment. In grades 3-5, student test scores in the MAP test preparation assessment will be analyzed and disaggregated according to student sub-group data. Specific targeted skills will be identified and flexible groups will be determined to support at-risk students. Teachers will continue to focus classroom practices toward the Instructional Shifts in Math, in alignment with the City Wide Expectations. Authentic Math Tasks will be created to support students in meeting grade level standards.

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

Implementation Timeline: October 2013-June 2014

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

1. We will utilize the Grades 4 and 5 Math Pre-Assessment MOSL, in Advance, to support our efforts to achieve our instructional goal of moving our students by one level in math, in grades 3-5. Also, we will continue to utilize the MAP, which is CCLS aligned test preparation support materials. Time will be allocated during the instructional day to allow collaboration between the Curriculum Specialists, classroom teachers, and the Inquiry Team, for the purpose of analyzing the data and determining next steps for students requiring Tier 2 instructional supports.

2.

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).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 80% of students in grades 3-5 will show at least 1 level of growth in identified CCLS writing skills, as measured against a 4pt rubric. Similarly, 80% of students will show at least 1 level of growth in identified CCLS math skills, as measured against a 4pt rubric.

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.

It is imperative that all students, including ELLs and SWD, have cognitively demanding learning experiences daily through carefully created lesson providing entry points for all learners. We want to engage all students at P.S.106Q in rigorous, CCLS aligned interdisciplinary tasks, within well-developed units of instruction. There is a need to prepare our students for present and future academic environments that will continue to provide intellectual challenges. Those include, but are not limited to writing from sources, using text-based answers and domain-specific vocabulary, balancing literacy instruction using both informational and literary text, and working with higher levels of text complexity in instruction. Our students will engage in cognitively demanding math tasks requiring demonstration of ability to model and/or construct & explore reasoning behind arguments, and reading and analyzing informational text.

Instructional Strategies/Activities

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

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

Activity # 1

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

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

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

Responsible Staff Members: Administrative Staff, Curriculum Specialist, and teachers in grades 3-5.

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

1. Math action plans will be evaluated monthly to determine student progress toward goal attainment. In grades 3-5, student test scores in the MAP test preparation assessment will be analyzed and disaggregated according to student sub-group data. Specific targeted skills will be identified and flexible groups will be determined to support at-risk students. Teachers will continue to focus classroom practices toward the Instructional Shifts in Math, in alignment with the City Wide Expectations. Authentic Math Tasks will be created to support students in meeting grade level standards.
2. The Curriculum Specialist as well as classroom teachers and the Inquiry Team, will evaluate student data from the Grades 4 and 5 ELA Pre-Assessment MOSL as well as interpret the results of the ELAP Practice Exams, both A and B. The results will be disaggregated according to targeted reading skills requiring review. Students will be grouped to support their reading progress as part of Tier 1 instruction. Literacy action plans will be reviewed monthly to determine if progress is being met in achieving student ELA goals for at-risk students. Teachers will continue to focus classroom practices toward the Instructional Shifts in Literacy, in alignment with the City Wide Expectations. Authentic Literacy Tasks will be created to support students in meeting grade level standards.
3. Teachers will utilize CCLS rubrics for Informative, Narrative, and Opinion Writing, as well as focus on text complexity, developing an argument while making reference to multiple texts.

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

Implementation Guideline: September 2013- June 2014.

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

1. We will utilize the Grades 4 and 5 ELA Pre-Assessment MOSL, in Advance, to support our efforts to achieve our instructional goal of moving our students by one level in ELA, in

grades 3-5. Also, we will continue to utilize the MAP and ELAP, which are CCLS aligned test preparation support materials. Time will be allocated during the instructional day to allow collaboration between the Curriculum Specialists, classroom teachers, and the Inquiry Team, for the purpose of analyzing the data and determining next steps for students requiring Tier 2 instructional supports.

- We will utilize the Grades 4 and 5 Math Pre-Assessment MOSL, in Advance, to support our efforts to achieve our instructional goal of moving our students by one level in math, in grades 3-5. Also, we will continue to utilize the MAP, which is CCLS aligned test preparation support materials. Time will be allocated during the instructional day to allow collaboration between the Curriculum Specialists, classroom teachers, and the Inquiry Team, for the purpose of analyzing the data and determining next steps for students requiring Tier 2 instructional supports.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

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.

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

6.

- Timeline for implementation and completion including start and end dates

1.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The Early Intervention AIS teacher, Mr. Wright, services grades 1 and 2 in Language Arts/ Math.</p> <p>Classroom teachers use a variety of supplementary materials to provide intervention to their targeted sub-groups in grades K-5. Some materials that have been used are STARS, Extensions in Reading, Leveled Literacy Intervention Kits, Fountas and Pinnell Benchmark Assessment System.</p>	One-to-One/Small Group	During The School Day
Mathematics	Teachers have identified sub-groups for math. Teachers will utilize professional period (additional preparatory time), in which they will target struggling students in small group instruction in grades K-5. Texts used will be HSP MATH.	One-to-One/Small Group	During The School Day
Science	F.O.S.S instructional kits were ordered for every classroom to support hands-on, student centered and small group instruction in the classroom. Our teachers identify and target students who are not meeting the benchmarks in science.	One-to-One/Small Group	During The School Day
Social Studies	Social Studies instruction remains an integral part of our daily instruction at P.S.106-Q. The Core Knowledge Curriculum provides our students in grades K-5 with rich solid, sequenced, shared and specific curriculum; to broaden our student's knowledge base in understanding the world community. Small group instruction is also	One-to-One/Small Group	During The School Day

	<p>available during Guided Reading as teachers use social studies trade books, or Pearson Learning: History and Geography texts to support instruction.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p><u>Guidance Counselor:</u></p> <p>Mrs. Larson, the school guidance counselor, identifies students who are at risk in grades K-5. She works in conjunction with the classroom teacher and other supportive school service providers to target students requiring intervention, counseling, and support. Mrs. Larson sees targeted students several days a week for 30 minutes in small groups, or one-on-one counseling. Children are seen during the instructional day.</p> <p><u>Psychologist:</u></p> <p>Ms. Lopez, the school psychologist, identifies students by referral from the principal, teachers, and guidance counselor. She's a member of the School Based Support Team (SBST). PPT meetings are held bi-monthly; in which time selected students are reviewed for intervention services. Students are seen on a case-by-case basis. She is here two days per week.</p> <p><u>Social Worker:</u></p>	<p>One-to-One/Small Group</p>	<p>During The School Day</p>

Mr. Martinez is a part-time social worker at P.S.106, who facilitates social interaction between parents, teachers, and students. Mr. Martinez prepares referrals for student intervention services, serves on the School Based Support Team, observes students in conjunction with teacher referrals, and provides immediate intervention when necessary. The social worker collaboratively interacts with P.S.106/ SBST colleagues, to identify students who are at-risk at P.S.106Q.

Health-related Services:

Our school has an adaptive physical education teacher, physical therapist, and an occupational therapist. The occupational therapist, Yocheved Michaeli, pulls out students several times a week during for 30 minute intervals for group or individual therapy. The adaptive physical education teacher, Mrs. Claudia, services students on a daily basis, during 45 minute intervals.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.	
Goal	In order to improve best practices in teaching and learning, we will continue to implement Charlotte Danielson's Teaching Framework and align it to the needs of our school. We will provide professional development in every component for our teachers. Some of the components we've offered PD in include, but are not limited to: 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3b: Using questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessments
Measurable Objective	By June 2014, 100% of the teachers will have attended monthly professional developments for each component of the Framework (cited above), thereby totaling 6 professional development sessions and will implement the Daniels classroom practices.
Action Plan	<ul style="list-style-type: none"> • Use of Charlotte Danielson's implementing the Framework for Teaching in Enhancing Professional Practice for professional development and evaluation of our teaching, learning environment. • Using the Teacher Effectiveness Program (TEP) to assess teachers' instructional practices and student learning. • Two professional development sessions on using questioning and discussion techniques and two professional development sessions on engaging students in learning. • Professional development on creating rigorous tasks using Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) CCLS. • Use of Danielson's Teaching Framework rubric to move teachers along the continuum for increased student learning from Effective to Highly Effective Teaching Practices. • Administrative support for coaches and teachers in the form of Instructional Cabinet meetings. • Ongoing coaching in support of development of the two components of Danielson's teaching framework. • Modeling by Curriculum Specialist and network support staff. • Collaborative informal observations performed by administrators, coach and network support staff using the Framework templates.

Evidence	<ul style="list-style-type: none"> • Agendas and attendance sheets from Danielson professional development workshops. • Lesson plans that address the two components of Danielson’s Teaching Framework cited above. • Formal and informal observations focusing on evidence provided for teachers, measuring the progress instructional practice covered on the two components of Danielson’s Teaching Framework cited above. • Student responses (written and oral), reflecting content knowledge and its connection to teacher products Danielson’s Teaching Framework rubrics. • Written teacher feedback on informal walkthrough sheets based on Danielson’s Teaching Framework. <p><i>Note: (CCLS: Common Core Learning Standards)</i></p>

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).

See Above

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

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

Service and program coordination

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

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

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials for use during the extended day programs.
- TL FSF will be used to create flexible schedules for teacher to conduct inter-visitations within the school
- Curriculum Specialist positions will be maintained for ELA and Math using a variety of funding streams
- Professional Development initiatives will be coordinated with existing programs at the school and with CCLS offerings at the Network Level.
- Prospective teachers must have knowledge of the Common Core Learning Standards and understand how to design differentiated instructional units using the CCLS.
- We will seek to hire educators who are committed to closing the achievement gap in education and who are committed to career-long professional development
- P.S.106 Q will support and facilitate inter-class visitation among colleagues to support the staff in achieving this goal.

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.).

Our school provides families transitioning from Pre-school to Kindergarten support by providing Family Orientations before the summer vacation. During these orientations, teachers provide families with information regarding the Kindergarten program and expectations for Kindergarten. Teachers also provide parents with information packets that include tips and techniques for parents to use at home to support and promote literacy and numeracy.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and administrators met to discuss the assessment options and use the results to make adjustments to our instructional program. We have chosen a variety of assessments including standardized tests, as well as rubric based performance tasks in order to match CCLS assessment standards.

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 27	Borough Queens	School Number 106
School Name PS 106Q		

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 Marcella Sills	Assistant Principal Tonya West
Coach type here	Coach type here
ESL Teacher Carlos Lazarus	Guidance Counselor Amy Larson
Teacher/Subject Area Ms. Wendy Boyd	Parent type here
Teacher/Subject Area type here	Parent Coordinator Paula Frazier
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	208	Total number of ELLs	9	ELLs as share of total student population (%)	4.33%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
Pull-out														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	

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										0
Dual Language										0
ESL	4	0	3	5	0	2				9
Total	4	0	3	5	0	2	0	0	0	9

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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		2	1	2	2	1								8
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	1	2	2	1	0	0	0	0	0	0	0	9

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)	1	0	0	0	1	0								2

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)	0	2	0	1	1	1								5
Advanced (A)		0	1		1	0								2
Total	1	2	1	1	3	1	0	0	0	0	0	0	0	9

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					0
4		1			1
5		1			1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.

Several assessment tools are utilized to assess early literacy skills for our ELLs. This year, in grades K-2, teachers have administered the Fountas and Pinnell Benchmark Assessment. The End of Year Assessment is administered in the spring. These assessments determine students' independent, instructional and frustrational levels. Students are placed in Guided Reading groups based on their level, and the teacher is able to offer support to the student at his instructional level. The student is provided texts to read based on his independent level. With coaching and support, it is expected that the student's F&P Level will move forward according to the text gradient, and that the student will meet his grade level goals. Also, our school has also chosen to use the ELA Performance Assessment: Writing Prompts in Grade 3 as part of the MOSL. (Measures of Student Learning). This pre-assessment determines a student's ability to read two informational passages and respond to a writing prompt. The student must state an opinion and defend his argument using text-based details. This data will determine a student's ability to effectively write an opinion piece at the 3rd grade level. The assessment also measures organization and writing mechanics. Once scored and reviewed in class, teachers are able to utilize this data to focus on each student's needs. Teachers will be better able to plan instruction that will impact those who are struggling with writing, as well as supporting those who are meeting proficiency in writing. With the exception of our advanced ELLs, the majority of ELLs score slightly below grade level, especially in reading and writing. As the ESL teacher, I am working to identify specific gaps in my ELLs learning and in developing effective scaffolding strategies to address each of my student's unique needs. For some this will mean increased attention to phonics and vocabulary building, for others it will mean developing skills in accessing background knowledge, making connections and inferencing by modeling critical thinking. For the upper grade ELL, I will be focusing on developing reading fluency, writing skills and academic vocabulary.

ECLAS-2 is administered to students in grades K-3. This assessment measures students proficiency in phonics, fluency, reading comprehension, structural analysis, decoding, and phonemic awareness. This assessment is a critical indicator of students who may need Tier 2 Intervention services. Teachers are able to view subgroups in ARIS, such as ELLS, to determine next steps for providing instructional support to students not meeting benchmarks. In addition, students in grade 2 are administered The Early Performance Assessment in Language Arts (EPAL). EPAL is a 2 day assessment in which a student's listening, reading, and writing ability is measured. Students complete a graphic organizer as well as an extended writing response. This data is also used to determine an ELL's reading comprehension as well as writing strengths and/or weaknesses. The Fountas and Pinnell Benchmark Assessments, ELA Writing Prompts, ECLAS-2, and EPAL all are very valuable tools that educators use to inform instruction for their students. The data allows teachers to differentiate instruction and allow for effective, flexible grouping. More importantly, the data is used to create entry points for all students, including ELLS. The LAB-R, the Spanish LAB, the Periodic Interim Assessment and the NYSESLAT are administered exclusively to ELLs. The LAB-R is used with new enrollees who indicate a home language other than English on their HLIS form. Within ten days of admission the LAB-R is administered to determine whether the new enrollee is eligible to receive ELL services (ie student is LEP). Eligible students whose home language is Spanish are also given the Spanish LAB. This is done to ascertain if the student is more fluent and/or more advanced academically in Spanish. Such information is important in determining which ELL services option would be most suitable for the student. The Periodic Interim Assessment is administered in November. It is used to predict and assess the ELL's readiness for the NYSESLAT test in May. Interim results are analyzed by the educator to better identify the academic and instructional needs of the student and to help plan the necessary scaffolding and interventions to improve the student's overall performance, and in particular, the student's performance on the NYSESLAT. The NYSESLAT is an end of year test that must be taken by ELLs at the end of every school year to evaluate student's progress in speaking, listening, reading and writing english and to determine whether continued ELL services are required.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Regarding the LAB-R, our data shows that most of our eligible ELLs tend to score at the high beginner and intermediate levels. Our ELLs tend to advance steadily in their speaking and listening skills followed by reading and writing (writing being the last and most challenging). The NYSESLAT scores for the past three years (between 2011, 2012 and 2013) show an interesting pattern: scores in Reading*, with the exception of two students, rose steadily. Of the two students whose reading scores did not rise, one rose from 4 to 8 in 2012 and went down to 6 in 2013; the other student is a student who only has a reading score for 2011(second grader at the time) she then spent 2012 and 2013 attending school in Puerto Rico. There are no scores available for those two years spent in Puerto Rico. She returned to our school for this current school year (2013-2014). In regards to Listening, Speaking and Writing, most students'

scores from 2011 to 2012 went up, there were a couple students whose scores remained the same. From 2012 to 2013 scores in Listening Speaking and Writing, with the exception of Reading*(see above), went down significantly. The strongest contributing factor for this dip in performance is the fact that our school was hit very hard by the Sandy storm. We lost an entire building, our early childhood academy which housed grades Pre-K through 2 and the ESL classroom. Unlike our main school building which has three stories and is also elevated, our early childhood building was a one story temporary structure that sat on ground level. When the Rockaways were flooded that building was completely flooded. We lost all of our teaching materials, books and records. When we got back to school, there was nothing to salvage. We were not even allowed in the building since it was deemed hazardous. All my ESL records, books, materials, cabinets and furniture were placed in a dumpster along with the materials and equipment of the other teachers. In like manner, many of our students' families living in the general vicinity of our school were equally devastated by the storm. We also had several teachers who lost their homes and belongings as a result of Sandy. On average, the storm caused our students to miss a month of school. The week of the storm there was no school. The two weeks following the storm, our staff had to report to a school in South Jamaica until it was deemed safe to return to 106. Some of my ELLs relocated during the storm to live with relatives in other boroughs. When we returned to our main building following the storm, most of the time was spent trying to work out accommodations in the main building for the Pre-K through 2nd grade classes. I no longer had a classroom at my disposal as before. It took another week before all of the students were attending regularly as before. Needless to say, the negative effects of Sandy on the academic life of the school were far reaching as students and teachers worked to put their lives back together and regain a sense of normalcy. A palpable weariness was evident in both students and faculty. Nevertheless, we pressed on and prepared the students for the upcoming state exams and later the NYSESLAT as best we could. Although disappointing, I was not surprised by the drop in the scores in 2013.

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](#))

The ESL Teacher conferences with each ELL's classroom teacher on a bi-weekly basis to discuss student progress, areas of need and to plan and evaluate interventions. During these conferences the assessments of ELLs like the ELLs performance patterns across NYSESLAT modalities are reviewed. For example, a careful review of these patterns showed that ELLs showed strongest and most consistent results in reading, followed by speaking and listening. Writing proved to be the area of greatest need for ELLs, and not surprisingly for general education students as well. Our planned focus is to develop strategies and scaffolding to improve both ELLs and gen ed students' writing skills. The AMAO results for 2012 were reviewed in the past; however, there were no Annual Measurable Objectives available for 2013.

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?

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](#).)

As a Free Standing ESL Program, our ELLs as a rule do not take tests in their native language, except for the Spanish LAB and on the Math and Science state tests, in cases where an ELL chooses the option of having a copy of the exam in their first language. Even then our ELLs will opt to write their answers in English. Our enrollment pattern has been that the majority of our ELLs come to us with some grasp of English. The majority are intermediate and high beginners. We also get a significant number of advanced ELLs. They usually prefer to take exams in the L2 rather than in their L1.

The ELL Periodic Assessment results are shared with ELLs general ed teachers and educational coaches as tool in discerning areas for growth and concentration in Listening, Reading, Speaking and Writing English and as a means of helping to determine ELLs readiness for State tests and the NYSESLAT.

From the Periodic Assessment our school is discovering the unique needs of ELLs in terms of language usage and grammar, ELLs ability to discern subtle differences in phonemes, their speed and depth of both reading and listening comprehension, and their grasp of vocabulary both academic and everyday.

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

In planning my lessons, ELLs level of proficiency in English is carefully considered in designing appropriate and manageable tasks (ie. through differentiation). A Beginner ELL, for example, might be asked to simply find a vocabulary word on a worksheet and draw a line matching the word to a picture that illustrates it; an Intermediate ELL would be asked to find the word and match it with

its definition, and an advanced ELL might be asked to use the word in a sentence.

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?

We are a Free Standing ESL Program (n/a)

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

ELLs' success is evaluated primarily on NYSESLAT results when our students meet the projected goals of proficiency (AMAO). Success is also measured on ELLs performance on state tests (ELA, Math, Science). In addition, as delineated earlier, we have ongoing assessments throughout the school year like the Fountas and Pinnell Benchmark Assessment, ELA Performance Assessment Writing Prompts (MOSL), ECLAS-2 for grades K through 3 and EPAL. Finally, success of our ELLs programs is measured the attainment of specific short term goals for ELLs determined by the ELL and General Education teacher after identifying areas for improvement.

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](#).)

ELL Identification Process

During the course of enrollment, all parents are required to fill out the Home Language Identification Survey (HLIS) to determine if the home language is a language other than English, or if the student's first language is other than English (which could indicate that the student may be limited English proficient). The pupil accounting secretary at our school is responsible for having parents fill out the HLIS form and contacting the ESL coordinator/teacher to provide assistance and orientation in filling it out. If the parent is not able to communicate in English upon enrolling, the pupil accounting secretary will show the parent(s) the DOE's Language Identification Guide to determine the language of the parent. The ESL teacher will then contact the Translation and Interpretation Unit to procure a translator (via phone) to assist in filling out the HLIS form and address other enrollment business. The ESL coordinator/teacher (certified) reviews the HLIS forms for all new enrollees. This review and subsequent LAB-R testing is conducted within the ten days following school enrollment to identify students who might be eligible for the LAB-R and possible services. (HLIS forms are also reviewed on an ongoing basis whenever a new student is admitted to the school). Mr. Lazarus, the ESL teacher, also confers with individual classroom teachers to get their feedback on all possible candidates being considered for services. Mr. Lazarus then conducts an informal interview in L1 and L2 with these students to informally assess level of the student's proficiency in L2, and to set an appointment for administering the Language Assessment Battery – Revised (LAB-R) and the Spanish LAB where appropriate.

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.

Students who score below proficient on the LAB-R are deemed eligible for ESL services. Parents are notified by mail and phone and are invited to an orientation meeting to learn about the services offered to ELLs. This parent orientation meeting with the ESL coordinator/teacher takes place within the initial twenty days following enrollment. Parents will view the DOE Parents Orientation video in their native language and also in English explaining their options: Transitional Bilingual programs, Dual Language programs or ESL program. The ESL teacher explains that PS 106 currently offers only the ESL Program. Parents are also told which schools in the area offer Dual Language, and Transitional Bilingual Education. If parents do not speak or understand English, the ESL coordinator/teacher will make arrangements beforehand with the Translation and Interpretation

Services Unit to procure a translator(s) for the orientation. All attempts to contact families of students that don't respond are logged. At least two attempts are made to invite parents to orientation. If they don't respond, students will be placed in a Transitional Bilingual Education Program as per guidelines.

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

Entitlement letters are sent to parents prior to parent orientation. Phone calls and verbal reminders are also given by the ELL coordinator/teacher. Parent Survey forms and Program Selection forms are distributed at the orientation for parents to fill out. Most parents fill out the forms at the orientation and return them to the ELL coordinator immediately. Those parents who opt to take forms home are asked to return them within two days. If the forms are not returned follow-up phone calls are made to insure that forms are returned.

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.

After viewing the video explaining the three options, parents are encouraged to discuss their preference(s) and ask questions prior to making their selection. In addition to the video parents are provided with online resources and pamphlets that further explain the options available to them. The ESL coordinator's aim (with the assistance of a translator for languages other than Spanish, if one is deemed necessary) is to assist these parents in exploring each option and ultimately making the choice that is most in line with their values and their child's needs. Parents who place a strong value on maintaining and advancing their child's competence in his/her first language will be attracted to the Dual Language option. Parents whose children know almost no English and who are academically advanced in their first language may prefer a Transitional Bilingual Program to give the child time to 'ease' into their second language. Our experience here at PS 106 is that the majority of our parents will opt for the Free Standing ESL program which is what we offer. Most of our students come to us with a basic grasp of English, parents are eager for their children to master English as quickly as possible and feel that a program that approximates total immersion like our Free Standing ESL will give their child the best chance of doing so. This is the primary concern that is voiced during orientation. As you can see from the demographic data, nearly ninety percent of our enrollees are Hispanic. The surrounding community also has a large Hispanic representation. Consequently, Hispanic parents tend to feel that their child's first language needs and culture are adequately supported by the family and community. The fact that I, their child's teacher, am bilingual is another factor that at times will factor in their decision. But even non-Hispanic parents tend to choose Free Standing ESL.

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.

All students are administered the Speaking section of the NYSESLAT first in accordance with the testing schedule prescribed by NYSED. In like manner in keeping with the assessment window, the Listening, Reading and Writing tests are administered (in that order). Every effort is made to insure that all students are administered all parts of the test within a timely manner according to the deadlines set forth by the SED.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend in program choices here at PS 106 has been that 100% of our parents opt for the Free Standing ESL program which is the choice we offer. Some possible explanations for the consistency of this program choice are: (1) Most of our students come to us with a basic grasp of English, ie from high beginner to advanced. (The rare student that enrolls at the very low beginner level has always been Hispanic.) Parents feel that their child's basic grasp of the language along with assistance from the ESL teacher (who is also proficient in Spanish) is sufficiently adequate to meet the child's academic needs. (2) Our parents' primary concern has always been that their child attain proficiency in English as quickly as possible. Parents come to us with the assumption that a program that approximates total immersion like our Free Standing ESL will give their child the best chance of acquiring proficiency in the second language quickly. This is the primary concern that is voiced during orientation. (3) Comparatively speaking, PS 106 is a small, family friendly school. It is also conveniently located. In addition to the first two reasons, parents appreciate the smaller size of our school and the ratio of staff to students. (4) As you can see from the demographic data, nearly ninety percent of our enrollees are Hispanic. The surrounding community also has a large Hispanic representation. Consequently, Hispanic parents tend to feel that their child's first language and cultural needs can be met primarily through the family and community. The fact that I, their child's teacher, am bilingual is another factor that at times will factor in their decision. The

same rationale is true for our non-Hispanic parents (ie Pakistani, Bengali and Afghani). They will also select Free Standing ESL as their first choice.

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])?

an ESL Push-In / Pull-Out program which means that our ESL teacher works one on one or in pairs and small groups with the students (depending on the number of ELLs in a class and the individual needs of students). ESL instruction is delivered in the classroom for a full 45 minute period. When pull out instruction occurs, students are removed from classrooms and taught in a separate room again for the full 45 minute period. While engaged in Push-In instruction, ELLs are engaged in the same curriculum as their classmates at the same time while receiving support from the ESL teacher primarily through scaffolding and differentiating instruction (building vocabulary, clarifying concepts, using special graphic organizers, using ELL related materials provided by our Core Knowledge curriculum and texts). While engaged in Push-In instruction, students also interact with their content area teachers and English-speaking peers. During Push-In instruction, the ESL teacher will target areas of specific need of the ELL and provide brief instruction, as well as support materials. While studying life in colonial America, for example, the ESL teacher might share with the student a text on Colonial America written for a student at his level or written in the form of historical fiction with an easy to follow story line thus helping to develop the ELL's prior knowledge fund. The ESL teacher will usually follow up on such materials more in depth during a Pull-Out class.

While engaged in Pull-Out instruction, ELLs are also engaged in the same Core curriculum as their peers, but the ESL teacher will focus primarily on language arts (i.e. vocabulary building (especially academic english), language usage, phonics, writing and reading skills) and math primarily to address areas where the ELL student needs additional scaffolding and support. Vocabulary might entail the review of words that the regular content area teacher might take for granted. It might even entail the teaching of Survival English vocabulary, i.e. teaching ELLs (usually who are new to the program) words that their homeroom teacher uses to give directions (e.g. "Take out your 4 square graphic organizer", "Use transition words" or "Open your math books"...). The Workshop model of instruction is usually followed during Pull-Out instruction. The ESL teacher gives a mini-lesson based on the CCLS for approximately 10 to 12 minutes. He usually starts the lesson by relating it to subject matter previously taught either in the regular classroom or in the previous Pull-Out session. He then demonstrates or models what the student is expected to do (master). The student(s) then attempts to do the activity along with the teacher and finally, students are given work to do independently. For example, In a class on language usage, after noticing that several vocabulary words in a social studies lesson used three very common prefixes, the ESL teacher decided to do a lesson on identifying prefixes as a way to accelerate vocabulary building. The teacher began the mini lesson by sharing his observation about the words used in the social studies text. He explained the meaning of "prefix" and the meaning of "root word". He then showed how this knowledge applied to the words used in the previous lesson. He engaged ELLs in trying to infer the meaning of four new words containing the same prefixes while also modeling his thinking process to arrive at the meaning of each prefix and how it alters the meaning of the root word. Next the teacher invited ELLs to work independently to infer meaning of new words. Our pull out groups are both heterogeneous (mixed groupings) and homogeneous (students with similar proficiency levels).

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)?

As the ELL teacher, I plan pull out and push in sessions in conjunction with the ELLs' general ed teacher to insure that ELLs receive the required number of minutes per week (360 for beginner to intermediate ELLs and 180 for advanced ELLs). All ELLs receive mandated number of minutes as per CR Part 154.

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.

Ours is a Free Standing ESL Program (only). Instruction is provided primarily in English. However, native language glossaries, English and native language dictionaries, classroom library books in native language are used in conjunction to aid the student in English language acquisition. Where necessary, the ELL teacher will consult with the Translation and Interpretation Unit for additional assistance. ELLs are also encouraged to utilize the Dial-A-Teacher program (which provides assistance in the ELLs first language) when they have difficulty completing a homework assignment. The ESL teacher provides sheltered /scaffolding

instruction to all ELLs. When ELLs are pulled out, the mini-workshop model is used along with differentiated tasks. During push-in, the ELL teacher provides one on one assessment and tutoring to target specific areas of need. To more effectively address areas where ELLs are struggling, the ELL teacher will often co-teach with the content area teacher providing the scaffolding (graphic organizers, developing frame of reference, helping student to expand academic and specific content area vocabulary, teaching decoding (phonics) and reading comprehension strategies, providing additional opportunities for student to practice and develop writing skills, reviewing and reteaching specific language usage issues necessary to address difficult subject matter.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our program is only a free standing ESL program. With the exception of the Spanish LAB, all subsequent evaluations are done exclusively in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Evaluation of ELLs in the four modalities of English acquisition throughout the year is accomplished in several ways: 1) The results of the Periodic Interim Assessment given in November and the results of the NYSESLAT given in May are two of the primary ways that ELLs are evaluated in the acquisition of English in all four modalities. (2) As the ELL teacher, I carefully monitor and assess ELLs' progress in speaking, listening, reading and writing every time I meet with ELLs, and through input from the ELLs' gen ed teacher at ongoing conferences, (3) Acquisition of English is also evaluated by reviewing pre-tests and state test performance of ELLs. (4) Fountas and Pinnell Benchmark Assessment, ELA Performance Assessment Writing Prompts (MOSL), ECLAS-2 for grades K through 3 and EPAL also provide an accurate picture of ELLs' English acquisition.
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) Here are some of the measures that we propose to meet the needs of SIFE Students who may enroll here at PS 106 (currently there are no SIFE ELLs enrolled in our school):

During the first month following admission, SIFE's enrolled at our school will be assessed by the ESL teacher in conjunction with classroom teacher to determine academic levels of SIFE's, to identify gaps and areas of special need. The ESL teacher will provide supplemental materials and texts for the homeroom teacher to use with SIFE and confer with homeroom teacher on a weekly basis to discuss progress.

Introduce and discuss topic of SIFE's in an ongoing fashion at staff meetings (who they are, their unique needs, effective strategies to use with SIFE, etc) and answer questions. Encourage the sharing of ideas on how to make PS 106 especially welcoming to SIFEs. Teachers at PS 106 already use a buddy system for new ELLs pairing them with advanced or proficient ELLs who speak the newcomer's first language. This approach would also be used with SIFEs. ESL teacher in conjunction with resource room teacher will make lower level texts available to teachers of SIFEs to complement grade level texts. ESL teacher will also conduct ongoing research on materials (software, texts in first language, assessment tools) that would be useful in working with SIFEs For example, identify companies that publish bilingual textbooks in different languages. We can add to our library textbooks in Spanish (and other languages) at the different grade levels. Our ESL teacher, Mr. Lazarus, is also bilingual and can provide initial instruction in L1 to Spanish speaking SIFEs'. (Given the large number of Spanish speaking ELL's in our school, it is safe to assume that the majority of SIFE's attending our school would be Spanish speaking. ESL teacher would also initiate contact with staff at DOE's interpreting service unit to identify staff who speak the SIFE's first language (L1). We would contact schools in our area that are already servicing SIFEs to learn from their experiences and possibly secure additional resources.

b) Plan for ELLs in US school less than 3 years/Newcomers:

We will continue to explore and implement new ways to create an ELL-Friendly environment both in and outside of the classroom. One of the ways we will do this is to devote more of our professional development time (and in more informal get togethers i.e. 'lunch and learn') to learn about the needs of ELLs and the kinds of practices that will make our school environment more ELL-Friendly. For example, in learning about the "Stages of Second Language Development", teachers will come to understand that it is perfectly normal for an ELL in the preproduction stage of language development to go through a silent, non-speaking stage, thus the importance of implementing teaching strategies that allow ELLs to use gestures or movement to show comprehension, or to have choral rather than individual read-alouds. Of course, we will continue to broaden and build on our teachers' expertise in the use of differentiated instruction especially as it pertains to ELLs.

During these sessions, teachers will also share their impressions on how they feel ‘newcomers’ are adjusting and also exchange ideas on how to be more supportive. Content area teachers do play close attention to the needs of newcomers. They have also been instrumental in facilitating relationship building between ELLs and their peers. These efforts will be affirmed and highlighted in more formal ways to inspire others to do the same and to continue the practice.

We will also explore ways of increasing the involvement of parents of ELLs who are new to our school. Although language (and at times cultural differences) tend to inhibit some parents, we are looking at ways to encourage involvement that would not require a lot of verbal communication. We will also look into procuring more materials (pamphlets, brochures with subjects of interest) in the language spoken by our ELLs’ parents. Where possible, we will also try to facilitate relationship building (‘buddy system’) between the new parent and parent from the same country who is more experienced and also bilingual.

The ESL Teacher along with the guidance counselor and parent coordinator will confer on a more regular basis to assess needs and progress of newcomers, and to schedule special events for ELLs i.e. welcome luncheon, ELLs club (support group), promoting cultural sensitivity in the school. In order to prepare for ELA testing (which is now required after 1st year) we will devote at least 2 periods per week on test preparation, i.e. teach test specific vocabulary, model test taking strategies, use texts from sample tests to teach language usage, editing and reading comprehension, develop and expand students vocabulary with weekly lists to memorize and weekly tests, build reading stamina by assigning weekly reading assignments.

c) Plan for ELLs in School 4-6 years

ELLs who have been receiving ESL services at our school for 4-6 years are usually well adjusted to academic life and able to perform at or above grade level. Nevertheless, they need to be closely monitored. Ongoing support is critical. Some of these ELLs at times find themselves unable to get beyond certain levels of proficiency. We must identify our students’ ‘blind spots’ areas where fossilization of incorrect language usage has occurred in speaking and/or writing. To this end, the school will continue to procure assessment tools (especially those geared for ELLs) that enable us to pinpoint more accurately ELLs’ areas of need, and also help to develop appropriate action plans.

Content area teachers will expand their usage of ELL related resources and materials that are provided during professional development, as well as strategies specifically designed for ELLs that are suggested in our Teacher’s editions.

Experienced ELLs are a great resource and have a lot to offer newcomers to our school. Even though, they have been tapped in the past to help newcomers, a more concentrated effort will be made to have ELLs partner with newcomers to share their hard earned wisdom and knowledge.

d) Plan for ELLs in School Over 6 years:

We will continue to pay close attention to ELLs who have had to stay beyond the maximum six years with us due to repeating a grade. In these cases, the school will take a more comprehensive approach, i.e. through our Inquiry Team conduct ‘case’ study meetings to evaluate student’s progress and needs holistically. Where relevant we explore pertinent aspects of student’s life including: conditions in the home, social skills, relationship with peers, academic needs, behavior, developmental issues, etc. We will attempt to ascertain/uncover any needs or problems that may be impacting progress that have not been addressed previously. It may simply be the need for a more concerted effort on the part of the staff, or the team could determine that a more formal evaluation is needed and recommend such. From this meeting(s) an action plan will be developed to address the needs that have been assessed and to provide ongoing help and assessment to the student. Follow up meetings will be held to discuss progress or any further obstacles to progress.

e) Plans for former ELLs in years 1 and 2 after testing proficient:

The ELL teacher keeps in close contact with former ELLs who are now proficient. The ELL teacher makes regular informal contact with ELLs to see how they are managing on their own. Informal conferencing is also done with gen ed teachers of former ELLs to keep track of ELL’s progress. The ELL’s general education teacher is aware that the ELL teacher is still available to provide instructional support as needed. For some now proficient ELLs transitioning can be a little challenging even though they may be doing well academically, the ELL teacher provides emotional support. Former ELLs are sometimes called upon to buddy up with new ELLs to provide social and some academic support.

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?

Close reading strategies are used, for example, an ELL-SWD with limited decoding skills listens to a specific vocabulary word that from an academic text. Without seeing the actual spelling of the word, the student is asked to locate the word in the text using what limited decoding skills they have (ie recognizing beginning and possibly ending sounds) to spot the desired vocabulary word.

Using a Learning Experience Approach, students are encouraged to write short sentences related to an experience in class, or to

self evaluate a lesson (what was easy, what was difficult, etc), student is also encouraged to write journal type entries. Graphic organizers are even more critical for ELL-SWDs as one of the tools in scaffolding instruction, as well as word walls and manipulatives (ie math), likewise, the use of Total Physical Response to help aid retention and to give facilitate learning for bodily-kinesthetic learners is also utilized when possible.

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

The ESL Teacher maintains copies of ELL-SWD's IEPs to target instructional goals listed. Scheduling is coordinated with Special Education Teacher as well as Occupational and Speech teachers to insure that ELLs do not miss mandated instruction. All staff work together to prioritize instructional needs in order to assist ELL-SWDs to move up proficiency levels and test out.

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

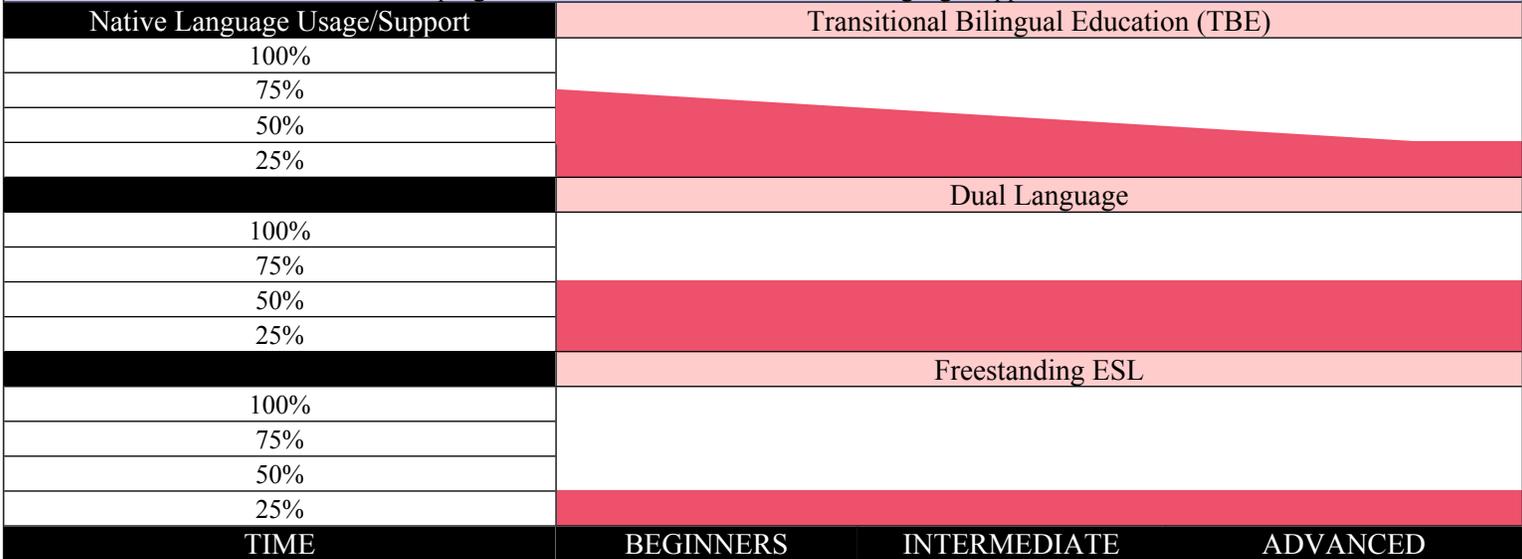
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- Teachers in the regular classroom provide tier 1, standard aligned instruction to all students with the ELL teacher providing Tier 2 intervention support instruction. Each instructional unit/lesson plan provides entry points for our ELLs addressing special ELL needs (ie content based vocabulary). ELLs-SWD and ELLs experiencing significant difficulty with lessons are targeted for review by ELL teacher in consultation with classroom teacher to devise appropriate strategies and interventions. In addition, each teacher in grades Pre-K through 5 will create an action plan for the 2013 - 2014 school year in which they will collaboratively develop and identify S.M.A.R.T. goals to support targeted students in instruction.
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 Free Standing ESL program has been effective in meeting the needs of ELLs in both content and language development. Past performance on NYSESLAT has usually shown an upward trend (with an occasional dip) of students moving from one proficiency level to another and eventually testing out. This trend continued until 2013 when our school was seriously affected by Hurricane Sandy (students on the average missed one month of school, we lost the use of a building that housed our Pre-K through 2nd grade classrooms, along with the loss of textbooks and materials). Even so the dip in performance in Listening, Speaking and Writing scores for 2013 was not as low as one might have expected, with reading even rising! Our program and school has regained its footing and is delivering effective service as optimal levels as before.
11. What new programs or improvements will be considered for the upcoming school year?
- We have implemented two character building programs: Phenomenal Men Superheroes Club for Boys, and the Rockaway Herstory Club for Girls. These groups are intended to develop, self esteem, leadership, and promote positive social behaviors (PBIS). Some of our ELLs and former ELLs participate in these programs. These new programs complement another character building program that began years earlier, the Star Track program. The Star Track program was originally started to target students engaged in bullying behavior, eventually because of the positive nature of the program, it was opened to the whole student body.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to and take part in all school programs that they are interested in. Programs are usually presented to ELLs in the general education classes by their gen ed teachers. Flyers with enrollment information are sent home for students to sign up if interested.
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 classes have access to our computer lab to do research assignments under the supervision of their teachers. Students also explore online websites like Starfall.com, Brainpop.com and Kidzone.com that provide online exercises in reading, writing, math, english, science and social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As a Free Standing ESL program only, we do not provide instruction in the native language, we do offer some supplemental materials (like glossaries and dictionaries).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs are receiving required services on the appropriate grade level, using appropriate content, scaffolding, and materials.
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.
- N/A
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Due to our school size and the number of ELL's, we have only one ESL teacher, Mr. Lazarus. Most of our professional development addressing the needs of ELLs (ie differentiated instruction and scaffolding) are provided by the school. Our ESL teacher also attends ESL meetings/workshops conducted by the director of ELL Student Services at the Office of English Language Learners. Mr. Lazarus also attends workshops and training provided by the district (ie administering the NYSESLAT).

The ELL teacher along with the Gen Ed staff participates in ongoing workshops given by our school's Core Knowledge Facilitator, Ms. Boyd, who provides training in the CCLS instructional shifts and Danielson's framework, and other related methodologies.

Outreach is made via phone to ELLs as they transition from elementary to middle school. ELLs are encouraged to contact Mr. Lazarus, the ELL instructor by phone or to come by at the end of the school day to meet. If a student is struggling with any subject area, Mr. Lazarus will recommend resources (in community) materials and help to facilitate communication between ELL and the new school.

Gen Ed and Special Ed staff receive ELL training

D. Parental Involvement

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

Parental involvement is strongly encouraged in our school. The ELL teacher, Mr. Lazarus works closely with the Parent Coordinator, Paula Frazier in reaching out to parents of ELL's. Parents are encouraged to participate in the PTA. Parents of ELLs are provided information on the "Dial-a-Teacher" program that provides homework help in the home language. Parents receive copies of the school calendar every month informing them of upcoming events and opportunities for further involvement. Parents are encouraged to visit the Parent Coordinator, the ELL teacher and to make their needs known or to ask questions. Where language is an issue the DOE Translation and Interpretation unit is used to help to explain information to parents. Parents are contacted by phone. Parents are invited regularly to attend school events, ie assemblies, holiday presentations, PTA meetings, etc. The ELL instructor keeps parents abreast of their child's progress and behavior by phone and in person during morning drop off and end of the day pick up. Information concerning parents' needs, issues and concerns are also shared and discussed with homeroom teachers, and other staff as deemed necessary. Most of this communication takes place on a daily basis.

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)
Marcella M. Sills	Principal		1/1/01
Tonya West	Assistant Principal		1/1/01
Paula Frazier	Parent Coordinator		1/1/01
Carlos Lazarus	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Larsen	Guidance Counselor		1/1/01
	Network Leader		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: 27Q106

School Name: 106Q

Cluster: 2

Network: 212

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

Part A: Needs Assessment Findings

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

Upon enrollment, if a parent(s) appears to have difficulty communicating in English, the pupil accounting secretary will show the parent(s) a copy of the DOE's Language Identification Guide. The parent will identify his/her home language by pointing to the the corresponding language on the Language Identification Guide. The secretary will immediately notify our school's ESL coordinator of the parent's presence. The secretary will provide the parent with downloaded DOE registration information in the home language (if the home language is one of the top nine languages for which translations are available). The ESL coordinator or a trained pedagogue will then meet with the parent(s) to interview and assist the parent in filling out the Home Language Survey. The pedagogue conducting the interview will contact Translation and Interpretation Services to provide additional help and clarification if needed. The data gathered on the Home Language Survey is used to determine written and oral translation needs of our parents.

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

Based on the Home Language Survey and ongoing contacts with parents, our findings regarding the written and oral interpretation needs are that 20% of our parents have written translation or oral interpretation needs. Two thirds of these parents are from Hispanic households. The remainder are from Arabic, African, Haitian, Polish and Asian households. (LEP students eligible for ESL services form 4.33% of the total student population. That is to say that roughly 96% of our student population is English proficient.)

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.

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

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

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

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

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