



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SENATOR ABRAHAM BERNSTEIN, PS 105

DBN (i.e. 01M001): 11X105

Principal: CHRISTOPHER EUSTACE

Principal Email: CEUSTAC@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: BEN SOCCODATO

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
Christopher Eustace	*Principal or Designee	
Elsie Sanchez	*UFT Chapter Leader or Designee	
Cheryl Boodram	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maggie Horgan	Member/ Teacher	
Elizabeth Ferri	Member/ Teacher	
Anna Cheina	Member/ Teacher	
Jelitza Colon	Member/ Parent	
Ana Garcia	Member/ Parent	
Sonny Lucaj	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
X	1. A major recommendation with HEDI rating
X	2. Statement Of Practice (SOP) selected aligned to the goal
X	3. A goal aligned to the major recommendation
X	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
X	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X105

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	1438	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	96
Types and Number of Special Classes (2013-14)					
# Visual Arts	4	# Music	6	# Drama	3
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.8%	% Attendance Rate		93.0%	
% Free Lunch	83.9%	% Reduced Lunch		6.6%	
% Limited English Proficient	19.8%	% Students with Disabilities		17.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American		13.6%	
% Hispanic or Latino	63.3%	% Asian or Native Hawaiian/Pacific Islander		8.5%	
% White	13.0%	% Multi-Racial		0.7%	
Personnel (2012-13)					
Years Principal Assigned to School	6.21	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		2.6%	
% Teaching with Fewer Than 3 Years of Experience	9.6%	Average Teacher Absences		7.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	17.2%	Mathematics Performance at levels 3 & 4		21.0%	
Science Performance at levels 3 & 4 (4th Grade)	89.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	No	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	No	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Setting up realistic goals that we were able to achieve.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Seek Professional Development (outside the building) on Danielson Framework for Teaching to build a better understanding of it.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Budget • First Year implementing Danielson Framework for Teaching was challenging because of its complexity. 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
By challenging ourselves to better understand Danielson Framework for Teaching to improve teacher performance and consequently student progress.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Significant decrease in funding.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Ells, SWD			
Describe how the school leader(s) will communicate with school staff and the community.			
Professional Development, Common Planning, Faculty Conferences, Grade-Leader Meetings, Weekly and Daily News, Email updates, School Calendar, School Leadership Team			
Describe your theory of action at the core of your school's SCEP.			
Improving pedagogical practices will positively impact children's performance and their overall academic and social progress.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Weekly Common Planning and Professional Development Sessions (up to 6 per month) are at the core of our efforts to improve such practices as:			
<ul style="list-style-type: none"> • Effective instructional approaches that are consistent throughout grades • Variety of questioning and discussion techniques • Utilizing Webb's DOK in planning and implementing lessons • Aligning student objectives with rigorous and engaging activities • Differentiated instruction to better meet needs of our targeted groups 			
List the key elements and other unique characteristics of your school's SCEP.			
The increased ability to have Common Planning and Professional Development sessions up to 6 times per month gives the staff more opportunities to create cohesive, rigorous, and engaging curriculum as well as to provide flexibility needed to create differentiated instruction for students with different needs.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
<ul style="list-style-type: none"> • Informal and formal observation reports following the Danielson Framework for Teaching • Open lines of communication • Opportunities to reflect and provide professional feedback regarding target areas for improvement • Maintaining accurate records of every PD and CP session by keeping minutes 			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Cultivate a set of beliefs across classrooms informed by the Danielson Framework to emulate how students learn best and provide learning scaffolds and multiple entry points to engage all students in meaningful work products.

Review Type:	QR	Year:	2013-2014	Page Number:	Pages 5-6	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To improve overall school-wide student performance in English Language Arts and Mathematics on the 2014 New York State English Language Arts and Mathematics Assessments.

- Percentage of students in Levels 3/4 will increase from 17.2% to a minimum of 22.2% as measured by the New York State English Language Arts Assessment.
- Percentage of students in Levels 3/4 will increase from 21.0% to a minimum of 26% as measured by the New York State Mathematics Assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Provide push-in teacher support for small group instruction in English Language Arts and Math.
2. Provide parent support through evening workshops focusing on skills and strategies preparation for New York State Exams beginning January 2014 through April 2014.
3. Provide additional push-in support in grades 4 and 5 during the 150 minute extended day.
4. Teachers align differentiated instruction within their common planning based on multiple data tools.
5. Invite Level 3 and 4 students in grades 4 and 5 to Enrichment after-school program commencing in December 2013 through April 2014.
6. Utilize additional purchased materials in English Language Arts and Math which, focus on providing skill and strategy instruction.
7. Individual teacher conferences to discuss data and progress of students in class and next steps to take.
8. Grade-wide data conferences to discuss data and progress of students in grade and next steps to take.
9. All staff continues to work in teams on refining the school's curricula and academic task so lessons provide suitable access for all students strengthening the level of engagement and deepening student reasoning.

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

1. Classroom teachers
2. Literacy Coaches
3. Math Coaches
4. AIS Support
5. RTI
6. Administrative Team
7. Data Specialist
8. Out of classroom teachers

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

Common Planning and Professional Development Sessions will be held at least once a week and up to 6 times a month during which the results of assessments will be analyzed by data specialists and teachers, and this analysis will drive the consequential creation of new lesson plans.

1. Results of interim assessments
2. Results of thematic post assessments
3. Results of 2013-2014 New York State Assessments in English Language Arts and Mathematics
4. Results of teacher generated assessments

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

5. 2013-2014 School Year

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

1. Push-in support in classes from 3 to 5 times a week from September 2013 to June 2014.
2. Parent/Family Workshops once a week for 1 ½ hours from January 2014 through April 2014.
3. Push-in support for ETS 100 minutes each week from September 2013 through June 2014.
4. Common planning on each grade at least once a week and up to 6 times a month.
5. Enrichment program for Level 3 and 4 students in grades 4 and 5 once a week for 1 ½ hours from December 2013 to April 2014.
6. Additional materials used in ETS and during school day based on student needs.
7. Individual teacher conferences a minimum of 3 times a year to discuss data and progress of students in class and next steps to take between October 2013 and June 2014.
8. Grade wide data conferences a minimum of 3 times a year to discuss data and progress of students in grade and next steps to take between September 2013 and June 2014.
9. PS rate one time and week for one and half hours and materials.

Please refer to AIS services, pages 15 – 18 for more detailed information

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase the emphasis on refining the schools' curricula and academic tasks so lessons provide suitable access for all students strengthening the level of student engagement and deepening student reasoning.

Review Type:	QR	Year:	2013-2014	Page Number:	Pages 5-6	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of teachers will improve pedagogical practice in the areas of planning and implementing effective CCLS aligned with student objectives for every lesson.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Teachers will continue to participate in common planning teams engaging in inquiry to analyze student work to adjust teaching practice and instructional planning.
- Teachers will continue to participate in common planning teams engaging in inquiry to plan Common Core aligned units to gain familiarity with key instructional practices.
- Teachers will continue to participate in common planning teams engaging in inquiry to plan for shifts in instruction that display a variety of representations, models, and menus of choice to purposely allow for access to curricula or extend the learning.
- Teachers will continue to participate in common planning teams engaging in inquiry to provide multiple assignments within each unit, tailored for students of different levels of achievement.
- Differentiating instruction to match tasks, activities, and learning practices.
- Based on actionable feedback, teachers will reflect on and shift daily practice as well as the planning and implementation of Common-Core-aligned units.

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

- Classroom Teachers
- AIS support
- RTI
- Literacy Coaches
- Math Coaches
- Administrative Team
- Out of classroom teachers

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

- Comparative data analysis from every Pre & Post Assessment.
- Grade-Level checklist that outlines all Primary and Secondary CCLS for every inter-disciplinary thematic unit.
- Informal and formal observation reports, tracking progress of grade level CCLS.

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

- 2013-2014 School Year

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

- Common Planning on grade level at least once a week and up to 6 times a month
- Professional Development once a week and up to 6 times a month – creation and monitoring of grade level assessments, creation of pre and post assessments
- Cost of materials

Please refer to AIS services pages 15-18 for more detailed information

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

a review of the units of study and unit refinements of academic tasks along with lesson plans indicate that the school has not yet consistently embedded instructional considerations for its relevant subgroups that provide multiple points of access and scaffolds

Review Type: QR	Year: 2013-2014	Page Number: 5,6	HEDI Rating: E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To improve overall school-wide student progress on the 2014 New York State English Language Arts and Mathematics Assessments

- Median adjusted growth percentile will increase from 58.0% to a minimum of 64.0% as measured by the 2014 New York State English Language Arts Assessment.
- Median adjusted growth percentile will increase for 73.5% to a minimum of 75.0% as measured by the 2014 New York State Mathematics Assessments.

Instructional Strategies/Activities

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

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

1. Provide push-in teacher support for small group instruction in English Language Arts and Math 3 to 5 times a week.
2. Utilizing the 150 minute instructional time to provide targeted, data-driven, small group instruction for all students in grades 4 and 5.
3. Invite all at-risk students in grades 3-5 to English Language Arts and Math after-school program commencing in December 2013 through April 2014.
4. Utilize additional purchased materials in English Language Arts and Math, which focus on providing skill and strategy instruction.
5. Utilize inter-disciplinary, grade-level thematic units to track student progress of NYS CCLS.
6. Provide parent support through evening workshops focusing on skills and strategies in preparation of New York State Assessments in English Language Arts and Math.
7. Teachers align differentiated instruction within their common planning period based on multiple data tools.

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

1. Classroom teachers
2. Literacy Coaches
3. Math Coaches
4. AIS Support
5. RTI
6. Administrative Team
7. Data Specialist
8. Out of Classroom teachers

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

Common Planning and Professional Development Sessions will be held at least once a week and up to 6 times a month during which the results of assessments will be analyzed by data specialists and teachers, and this analysis will drive the consequential creation of new lesson plans.

1. Results of 2013-2014 New York State English Language and Math Assessments

2. Results of thematic unit pre and posts assessment aligned to the NYS CCLS.
3. Results of pre and post assessments focusing on English Language Arts skill, strategies, and the NYS CCLS
4. Results of teacher generated assessments
5. Results of math unit assessments
6. Results of pre and post Performance ELA Assessments
D. Timeline for implementation and completion including start and end dates
1. 2013-2014 School year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Push-in support in classes from 3 to 5 times a week from September 2013 to June 2014.
2. Parent/Family Workshops once a week for 1 ½ hours from January 2014 through April 2014.
3. Push-in support for ETS 100 minutes each week from September 2013 through June 2014.
4. Common planning on each grade at least once a week and up to 6 times a month.
5. Enrichment program for Level 3 and 4 students in grades 4 and 5 once a week for 1 ½ hours from December 2013 to April 2014.
6. Additional materials used in ETS and during school day based on student needs.
7. Individual teacher conferences a minimum of 3 times a year to discuss data and progress of students in class and next steps to take between October 2013 and June 2014.
8. Grade wide data conferences a minimum of 3 times a year to discuss data and progress of students in grade and next steps to take between September 2013 and June 2014.
9. The data specialists along with teachers will conduct an analysis of the results of the internal assessments as compared to the external assessments.
10. Per-session rate 3 times a week for 1 ½ hours and 1 time a week for three hours as well as cost of materials.
Please refer to AIS services pages 15-18 for more detailed information

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs	X			PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations										
Review Type:	QR	Year:	2013-2014	Page Number:	6	HEDI Rating:	E			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	5.2 Systems and partnerships					5.3 Vision for social and emotional developmental health				
	5.4 Safety			X		5.5 Use of data and student needs				

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
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By June 2014, 100% of teachers will plan and implement differentiated lesson activities that are aligned to the student objectives.

Instructional Strategies/Activities

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

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

1. Teachers will continue to use data to identify instructional priorities leveraged by the Danileson Frameowrk for Teaching to set clear expectations and ensure academic and social success of all students through meaningful work products.
2. Teachers will focus on strengthening their questioning and discussion techniques embedding questions for multiple levels of thinking to better prompt students into interpretive and critical thinking.
3. Teachers will demonstrate consitensty of effective instructional approaches and a variety of questioning and discussion techniques across the grades utilizing Webb's DOK.
4. Teachers will continue to participate in CP teams engaging in inquiry to provide multiple assignemtns within each unit, which is tailored for students of different levels of achievement.
5. Differentiated instruction to match tasks, activities, and learning practices.
6. Tachers will continue to participatate to plan for shifts of instruction that displays a variety of representaions, models, menus of choice to purposely allow for access to curricula or extend the learning.

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

1. Classroom teachers
2. Literacy Coaches
3. Math Coaches
4. AIS Support
5. RTI
6. Administrative Team
7. Out of classroom teachers

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

1. Common planning at least one time a week and up to 6 times a month.
2. Professional Development at least once time a week and up to 6 times a month.

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

1. 2013-2014 School Year

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

1. Common planning at least one time a week and up to 6 times a month.
2. Professional Development at least once time a week and up to 6 times a month.
3. Cost of materials

Please refer to AIS services pages 15-18 for more detailed information

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).
 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations

Review Type: QR	Year: 2013-2014	Page Number: 6	HEDI Rating: E
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

6.2 Welcoming environment		6.3 Reciprocal communication
6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of teachers will improve pedagogical practice in the area of utilizing rubrics to provide relevant feedback to students and families.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

- Teachers will continue to participate in CP teams to assure clarity and accurate interpretation by students and families of teacher feedback.
- Teachers will continue to participate in CP teams to assist students and families in the assessment of the quality of their own work, while striving to optimize their performance.
- Teachers will focus on aligning CCLS and student objectives with rigorous and engaging tasks and activities that are assessed via task-specific rubrics.
- Invite student and parents of English Language Learners Saturday Academy from January 2014 to May 2014.
- Parent coordinator will conduct parent workshops to ensure parents’ ability to use ARIS in order to enhance their understanding of their children’s progress.

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

- Classroom teachers
- Literacy Coaches
- Math Coaches
- AIS Support
- RTI
- Administrative Team
- Out of classroom teachers
- Parent coordinator

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

- Common planning at least one time a week and up to 6 times a month.
- Professional Development at least once time a week and up to 6 times a month.

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

- 2013-2014 School Year

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

- Common planning at least one time a week and up to 6 times a month.
- Professional Development at least once time a week and up to 6 times a month.
- Per-session rate 4 hours 1 time a week from January to May and cost of materials

Please refer to AIS services pages 15-18 for more detailed information

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Budget and Resource Alignment

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

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

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Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

	<p>Writing</p> <ul style="list-style-type: none"> • <u>Target Reading Intervention</u> - provides students with practice in reading strategies and skills to build their comprehension and fluency • <u>100 Book Challenge</u> - an independent reading program that allows children to build stamina, decoding skills, reading comprehension, and fluency on their own level and at their own pace; promotes a love of reading • <u>Fletcher’s Place</u> (Grade K) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence • <u>Reading Revolution</u> (Grade 1) - a phonics program that utilizes tactile and kinesthetic activities in order to promote sound-symbol correspondence • <u>Awards</u> – a program that builds language, phonics, and vocabulary skills • <u>Foundations</u> (Grades K-2) - a step by step, phonics-based program designed to teach and support decoding, fluency, letter formation, and vocabulary through the use of visual aides and hands-on materials • <u>Wilson</u> - a step by step, phonics-based program designed to teach and support 	<ul style="list-style-type: none"> • whole class, one on one conferences • small group • small group and whole class • small group and whole class • small group • small group • small group • small group and whole class 	<ul style="list-style-type: none"> • during day
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	<p>decoding, fluency, and vocabulary through the use of visual aides and hands-on materials</p> <ul style="list-style-type: none"> • <u>Words Their Way</u> - a phonics-based program designed to teach and boost decoding skills through the use of games, visual aides, and hands-on materials • <u>Ready New York CCLS – English Language Arts Practice</u> – a review program for the CCLS for ELA, which consists of two practicetests of 73 ELA questions (63 multiple choice, 8 short response, and 2 extended response questions), and is a program designed to providestudents with additional practice of test-taking skills ad strategies. • <u>K-3 NYC Ready GEN Phonics</u> – a phonics program designed to teach and support decoding skill, fluency, letter formation, and vocabulary development. • <u>Time for Kids</u> – a supplementary reading program that uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process • <u>Time for Kids Exploring Writing</u> – a supplementary writing program to teach and support writing skills in both 	<ul style="list-style-type: none"> • small group and whole class • small group and whole class • small group and whole class 	<ul style="list-style-type: none"> • during day • during day • during day
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	fiction and non-fiction through the use of high – interest reading		
Mathematics	<ul style="list-style-type: none"> • <u>envision Math Common Core</u> – a focused and coherent mathematics curriculum which provides in-depth instruction on a limited number of important categories of mathematics content; directly aligned to CCLS domains and content specific standards and clusters; contains problem solving and differentiation materials embedded within each topic covered • <u>Crosswalk Coach</u> – supplemental test prep material geared at remediating problem areas • <u>Common Core- Standards Practice Workbook</u> – designed to reinforce math strands from New York Common Core Standards • • <u>Ready New York CCLS Mathematics Instruction</u> – a supplemental resource designed to support math instruction and provide opportunities for re-teaching 	<ul style="list-style-type: none"> • whole class and small group • whole class and small group • whole class and small group • small group • small group and whole class • • whole class and small group 	<ul style="list-style-type: none"> • during day
Science	<u>Time for Kids</u> uses content area reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process	<ul style="list-style-type: none"> • whole class and small group 	<ul style="list-style-type: none"> • during day
Social Studies	<u>Time for Kids</u> uses content area	<ul style="list-style-type: none"> • whole class and small group 	<ul style="list-style-type: none"> • during day

	<p>reading materials to help students improve their reading comprehension skills utilizing the 3 – part framework of reading process</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • <u>Advisory</u> - character education and anti-bullying • <u>Lunch Room Conflict Resolution</u> • <u>Guidance Assembly</u> • <u>Respect for All Week</u> • <u>Attendance Assembly</u> • <u>Group Counseling</u> - character education • <u>Individual Counseling</u> - varies based on individual needs • <u>Second Step</u> – anti-violence/character education program that utilizes visuals and role playing to help children learn to deal with their emotions • <u>Classroom Guidance Lessons</u> • <u>Child Study Team</u> – provides strategies to classroom teachers and assigns students Tier III/RTI intervention as needed • <u>SAVE Room</u> – conflict resolution based problem solving for discipline based behaviors 	<ul style="list-style-type: none"> • whole group • small group • whole school • whole school • whole school • small group • one on one • whole school • whole class • small group • small group 	<ul style="list-style-type: none"> • during day for all

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

1. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.

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

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).

- Weekly Professional Development Sessions are conducted on each grade based on the needs of that grade.
- All staff are invited to attend a weekly Teacher Support Academy.

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.).

Students who fall into these specialized subgroups are indicated in ATS and programs and materials are tailored to their needs.

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.).

Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure that essential skills are taught. The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support their transition into kindergarten.

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.

Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared the process and the decisions with the staff

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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);

**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 11	Borough Bronx	School Number 105
School Name The Senator Abraham Bernstein School		

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 Christopher Eustace	Assistant Principal Evelyn Alier
Coach	Coach
ESL Teacher Ana DeLaCruz ESL Coordinator	Guidance Counselor
Teacher/Subject Area Lawrence Holz/E.S.L.	Parent type here
Teacher/Subject Area Margaret Ripley/E.S.L.	Parent Coordinator Tanya Velez
Related Service Provider type here	Other C. Colucci, Data Interv Splclst
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.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1439	Total number of ELLs	276	ELLs as share of total student population (%)	19.18%
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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	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	2	2	2	1	0	0								7
Push-In	0	3	3	3	7	6								22
Total	2	5	5	4	7	6	0	29						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	276	Newcomers (ELLs receiving service 0-3 years)	181	ELL Students with Disabilities	57
SIFE	8	ELLs receiving service 4-6 years	89	Long-Term (completed 6+ years)	6

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	181	5	12	89	3	41	6	0	4	276
Total	181	5	12	89	3	41	6	0	4	276

Number of ELLs who have an alternate placement paraprofessional: 2

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	23	37	47	24	23	21								175
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	1	0								1
Bengali	1	0	0	2	2	0								5
Urdu	2	3	2	4	1	0								12
Arabic	11	13	14	7	11	9								65
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	1	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	3	1	0	1	1								6
Other	1	2	2	3	3	0								11
TOTAL	38	58	66	40	43	31	0	0	0	0	0	0	0	276

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)	17	14	11	9	6	7								64

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)	3	25	26	6	15	10								85
Advanced (A)	20	18	30	24	22	13								127
Total	40	57	67	39	43	30	0	0	0	0	0	0	0	276

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	27	12	1		40
4	26	10	1		37
5	37	7	3		47
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	22		13		7				42
4	15		20		2				37
5	30		16		6				52
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	3	0	10	0	10	0	0	0	23
8	0	0	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Question: 1

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the LAB-R/NYSITELL, based on preset criteria, and is a measure of English language proficiency. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These two assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Our school used in spring 2013 ECLAS-2 as an early literacy assessment tool, but it will be discontinued. Foundations and Fountas and Pinnells leveled literature intervention will be in place in grades K-2. ECLAS-2 results, for spring 2013 reveal that our ELLs in grades 1-2 require intensive instruction in phonics, reading and oral expression, listening and writing.

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

Question: 2

In analyzing the data patterns across proficiency levels and grades on the Lab-R and NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the Intermediate, Advanced and Proficient levels. Approximately 75% of our last year's Kindergarteners taking NYSESLAT for the first time Spring 2013 demonstrated progress by scoring at intermediate and advanced proficiency levels. The overall NYSESLAT proficiency results recorded for this year's K students are based on the LAB-R administered Fall 2013. There is an almost 50/50 split of students scoring at either Beginner or Advanced levels. Grades 1-5 overall NYSESLAT proficiency results shows students scoring at Intermediate and Advanced levels and is a combination of NYSESLAT and LAB-R results. Those students in Grades 1-5 scoring at Beginner levels includes those in the program less than three years.

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](#))

Question: 3

N/A RNMR Report was not release by the state

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?

Question: 4 (a-c)

There was an increase of level 1 students in ELA. This is due in part with the number of students required to take ELA within their first year in an English language school system. In addition, there was also an increase of students scoring at level 1 in math and science also mainly due to an increase of newcomers and SIFE. Approximately, 75% of students in grades 3-5 scored among levels 1 and 2 in math. In science, 50% of fourth grade students scored at levels 3 and 4.

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

Our ELLs participate in all school wide assessment and in lieu of ELL Periodic Assessments they take part in simulations in both ELA and Math and NYC pre and post assessment. The NYC Pre and Post assessment in science and math is offered in Spanish and students speaking a lower incidence language are offered additional support by teacher to complete assessment. The assessment results are

analyzed by classroom teachers, AIS providers and ESL teachers during common planning time. The results currently reveal that ELL students need support in developing many literacy skills and strategies. However, many are developing and showing progress in math skills.

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.](#))

Question: 5

Our school is constantly looking and analyzing data to guide instruction for all students. The Response to Intervention(RTI) plan for grades K-5 in our school follows Tier 1-3 core elements and use as screeners for identification and ongoing assessment Fountas and Pinnell(F&P), WADE assessment from Wilson, conferencing, formative and summative assessment, quick checks for understanding and relevant teacher/student feedback. At Tier 1, students received 90minutes(Balanced Literacy Block) of uninterrupted literacy instruction, researched-based as mentioned in previous sections, aligned to Common Core Learning standards. Instruction is whole class and flexible groupings are formed to support students in developing skills and strategies required to successfully master the core curriculum. At Tier 2, targeted small groups receive assessment-based intensive intervention by a Wilson trained teacher for those students that were not responsive to Tier 1. At Tier 3, individual students receive assessment-based high intensity intervention by a Wilson trained teacher for those students that were not responsive to Tier 2. At Tiers 2-3 instruction occurs outside of the classroom 3-5x a week for 6 weeks cycle and reevaluated. It is in addition to what is being provided during literacy instruction. At each tier, ELLs students are provided adequate support using ESL methodology and Universal Design for Learning(UDL) framework is used to guide educational practice.

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

Question: 6

A child's second language development is considered during all instructional decisions. Students are provided with appropriate content and language support to help them achieve success. At our school, number of ELLs teachers are trained on the Sheltered Instruction Observation Protocol(SIOP) Model. This will help them use a resource in making content comprehensible for our ELLs while developing English proficiency.

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?

Question: 7

N/A

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

Question: 8

The success of our programs for ELLs is evaluated through multiple methods. Data is analyzed during common planning time and professional development period. Current data from pre and post unit assessment reveal that our ELLs need strong literacy support. The item analysis prepared, provide information needed to set up differentiated groups. ELLs performed better on Math unit assessment, however the item analysis also, provides information for students needing additional support on specific math skills. Subsequently, differentiated math groups are set up to meet the students' individual needs. Additionally, teachers are assessing their students through running records, conferencing, unit exams, and portfolios on a continuing/continuous basis. The information gathered to show students' progress helps in substantiating the effectiveness of programs in place for ELLs and how and where additional support is needed. The effectiveness of our current program and how it is meeting the needs of our ELLs in both content and language development is measured by the progress made by our students as determined by meeting the Annual Yearly Progress(AYP) as measured by AMAO targets. The percentage of students required to meet AMAO target one(1)-demonstrating progress and two(2)- demonstrating proficiency have been met on a yearly basis. Hence, our current program is at the present time

meeting their needs.

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](#).)

Question: 1

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, as well as an interview, identifies those students that qualify to be tested using the Language Assessment Battery-Revised (LAB-R) and starting in February, 2014 using the New York State Identification Test for English Language Learners(NYSITELL). The administrations of the HLIS and the initial screening are conducted by the ESL teachers: Ms.Ripley, Ms.DeLaCruz, Mr.Holz and Mrs. Yapkowitz, guidance counselors and other pedagogues. Teachers who speak various lower-incidence languages provide translation services when needed. If a language other than English is indicated then an informal oral interview is done by an ESL/Bilingual teacher or other pedagogue in English and in the native language to determine English language proficiency. If based on the informal interview student is dominant in another language, the LAB-R and starting in February, 2014 NYSITELL is administered by the ESL teachers: Ms.Ripley, Ms.DeLaCruz, Mrs.Yapkowitz and Mr.Holz to determine ESL entitlement services. Also, the RLER report is generated to see the list of students eligible for revised lab (LAB-R)/NYSISTELL. Within ten days of registration, eligible students are tested with the LAB-R/NYSITELL. Entitled Spanish speaking students are also tested with the Spanish LAB. The results determine our ELLs population, which can be further identified as ELLs Native Spanish Speakers or ELLs with other native languages.

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.

Question: 2

In order to ensure that parents understand all three program choices, our school holds a parent orientation within ten days of registration. In the Parent Orientation, they view the DOE ELL Parent Orientation Video in their home language. The video informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The following is the flow of events in order to properly inform parents of eligibility. Entitlement letters in the native language are sent to the parent within ten days of registration. The letter informs them of their eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting; reminder letters are distributed two days before the meeting. In addition, phone calls are made the preceding day. Parents attend the informative meeting and select a program at that time. Those who do not attend receive written notices and phone calls to schedule subsequent meetings. They are invited to meet one-on-one with an E.S.L. staff member. Parents of ELL students arriving after the initial parent orientation meetings also receive the same letters within ten days of enrollment and are invited to a parent orientation meeting.

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 [\[see tool kit\]](#).)

Question : 3

Our school ensures that entitlement letters in the native language are distributed within ten days and serve as the formal invitation to the orientation. The Parent Survey and Program Selection forms are given to the parent to complete at the orientation. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. ESL teachers, Bilingual teachers, Parent Coordinator and other teachers offering translations provide assistance to complete the forms at the end of the meeting. The aforementioned forms are collected at the meeting, analyzed for parental choice, and the information is entered on the ELPC screen. At the end of the process, they are placed in binders for storage and placed in a secured closet. We make follow up attempts to reach out to those parents that didn't attend our orientation. All attempts are documented as evidenced of constant outreach.

After Parent selection, placement letters are sent home informing parents of their child's placement for the entire school year and non-entitlement letters are sent to parents of students that were LAB-R/NYSITELL tested and scored at or above the proficiency level. In addition, continued entitlement letters are given to existing students in the program and are to be returned signed by the parents. Finally, non-entitlement/transition letters are sent to parents of students who scored at or above proficiency level on spring NYSESLAT. It should be noted, that all entitlement letters and records are maintained in binders and placed in a secured closet.

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.

Question: 4

As a result of the program selection process, we place students according to the parent selection. Parents selecting Transitional Bilingual (TBE) or Dual Language are informed of the number of students needed between two contiguous grades to open a TBE and are included on a waiting list with the possibility of opening a class if the required number is attained. They are further informed in their native language of their transfer options to a school within the district that offers their program of choice. It should be noted, that ongoing parent orientation meetings occur throughout the school year as new ELLs enter our school and ESL program.

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.

Question: 5

In order to facilitate the administration of the NYSESLAT, the RLER report is generated to get a list of NYSESLAT eligible students to be tested in the spring. Hence, continued entitled students are administered the NYSESLAT each spring to determine their English language proficiency level. They are introduced and review test format using testing materials; Getting Ready for the NYSESLAT and Beyond. Parents are notified of the assessment dates and all entitled students are tested within the testing window given by the State Education Department. ELL-SWD are offered all testing accommodations as indicated in their Individualized Educational Plan (IEP). It should be noted, that we have had over the years excellent results testing all our ELLs in all four modalities.

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. ①

Question: 6

In reviewing Parent Survey and Program Selection forms for the past few years, less than 10% percent choose a program other than Freestanding English as a Second Language. However, during the past two years about 20% of our Spanish and Arabic speaking parents combined are choosing Transitional Bilingual or Dual Language Programs. Those choosing a program not presently available at our school are placed on a waiting list until the required 15 bilingual Spanish speaking students across two contiguous grades is attained to open a bilingual class. The transfer option is also explained to parents who have traditionally reconsidered their choice upon learning that the schools offering their program are at a distance from their home. They reject the transfer option and keep the child in our school. It should be noted, that at the present time the numbers are not sufficient to open a Transitional Bilingual Program.

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])?

Question 1(a,b)

Our total student population is 1,439 students, of which 19% represents our English Language Learners (ELLs). The ELLs population at PS 105 counts 276 students from Kindergarten through Fifth grade. Our school offers a Freestanding English as a Second Language (ESL) Program. The Freestanding ESL Program in grades K-5 consists of three instructional program models: Self-Contained ESL classes, a Push-In model, and a Pull-Out model. Our self-contained ESL classrooms are heterogeneous and our mainstream classrooms with Push-In and or Pull-Out services may be heterogeneous or homogeneous in their organization.

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)?

Question: 2

In our Freestanding ESL Program, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R/NYSITELL or NYSESLAT. The Fall, 2013 LAB-R results and continuous LAB-R testing for new admits indicates two groups of students: those who are proficient and will not require mandated services, and those who need services and are then serviced accordingly as either "Advanced" or "Beginner/Intermediate".

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.

Question: 3

Our self-contained ESL classes in grades K-3 serve students in the beginning, intermediate, and advanced levels. They receive the mandated 360 minutes per week of ESL instruction aligned with ELA Common Core Learning Standards. All students received the mandated 180 or 360 minutes per week of ESL instruction aligned with ELA Common Core Learning Standards. In all programs, content area instruction is taught in English using ESL strategies including scaffolding techniques and differentiated instruction. These strategies are implemented in all classroom and are part of the Universal Design for Learning(UDL) which offers the framework for guiding our educational practice. In addition, native language support is offered as necessary.

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

Question: 4

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

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

Question: 5

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition through the years, teachers use formative and summative assessments. During instruction, students' abilities to demonstrate understanding of content and language objectives orally and in writing. Results of units pre and post assessments in reading and writing. Finally,

using rubrics to evaluate performance during oral presentations.

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).

Question: 6

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

SIFE and Newcomers: Title III funds are used to provide these students with supplemental instruction. A Saturday Academy program for our SIFE/Newcomers in grades K-5, and an AIS program in which a bilingual-certified teacher pushes into a grade 4 classroom and provide small group instruction, 2 periods a week. The focus is oral language and vocabulary development. In addition, native language support is offered to our newcomer Spanish speakers in mathematics. Furthermore, students in grades 3, 4, and 5 after their first year of ESL services are invited to attend the after school program that will meet twice a week focusing on ELA and math instruction.

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

Our students reaching proficiency on the NYSESLAT in grades 1-5 continue to receive Push-In AIS in ELA and mathematics 3 times a week by a specialist in the respective area. Title III funds are used to provide former ELLs in grade 4 additional AIS in which a bilingual-certified teacher pushes into a classroom and provide small group instruction, 5 periods a week. In addition, the students in grades 3-5 receive testing accommodations for the following two years.

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?

Question: 7

English Language Learner Students with Disabilities (ELL-SWD) participate in all school wide instructional programs and activities. Instructional materials are grade level specific and are implemented to provide academic content and through appropriate ESL strategies such as, Total Physical Response, Graphic organizers, vocabulary development and use of SMART Boards. The Universal Design for Learning (UDL) as the framework to help accelerate English language development. In addition to school programs, such as, “enVisionMath”, “Award Reading”, “Time for Kids”, “Ready New York”, “Units of Study” at each grade level in reading and writing; and small reading groups using instructional level specific literacy materials across genres, they participate in ELLs specific teaching programs. The following programs are ELLs specific: “On our Way to English”, English to a Beat” and “Into English”. The above programs focus on oral language, vocabulary development, developing reading and writing skills and developing academic content through non-fiction reading.

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

Question: 8

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

periods for both GE/SE teachers to plan to reinforce/reteach skills and teachers' participation on Grade level meetings for strategic planning.

Courses Taught in Languages Other than English *i*

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

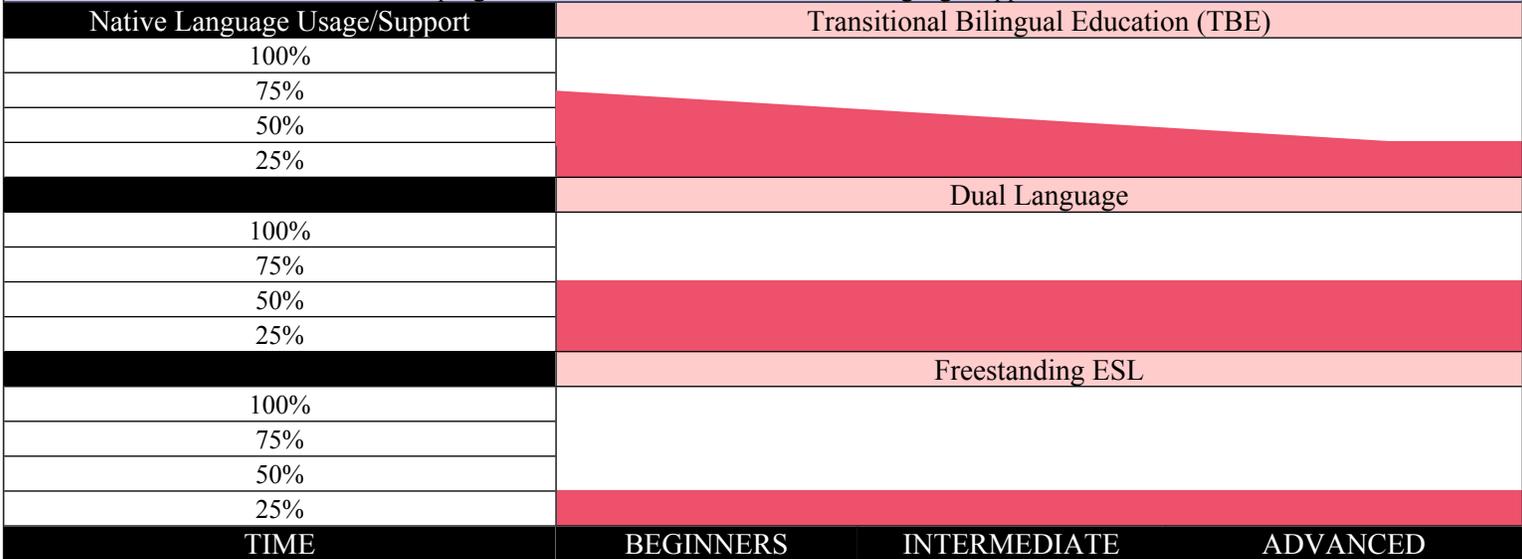
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Question: 9

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

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

Question: 10

The effectiveness of our current program and how it is meeting the needs of our ELLs in both content and language development is measured by the progress made by our students as determined by meeting the Annual Yearly Progress(AYP) as measured by AMAO targets. The percentage of students required to meet AMAO target one(1)-demonstrating progress and two(2)- demonstrating proficiency have been met on a yearly basis. Hence, our current program is at the present time meeting their needs.

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

Questions: 11

This current school year as well as during prior years students in grades 3-5 will participate in focus small group instruction during extended time 2 times per week to improve literacy skills in reading, writing and math. These groups will include students required to take ELA after their first year of enrollment. The above instruction is part of the school day and is included as part of our daily instructional program. In addition, we continue to offer after-school program funded under Title I.

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

Question: 12

There are no programs/services to be discontinued.

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

Question: 13

ELLs enrolled for a year or more in grades 3-5 are invited to the after school program with the rest of student population twice a week for one and half hours each day to strengthen literacy and math skills. Title III funding is focused on our Newcomers, SIFE and former ELLs students. The program will meet on Saturdays for four hours. The focus of the program is to accelerate language development, build background knowledge and improve literacy skills with a focus on cross cultural awareness. The goal of all our programs is to support, develop, improve and enrich background knowledge, oral language, cultural awareness, literacy skills and strategies and math skills. As mentioned in previous sections, ELLs participate in all school programs and activities.

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

Question: 14

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

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

Questions: 15

In order to support ELLs in our Freestanding ESL model, glossaries, direct translation dictionaries in various languages and Spanish translated testing materials in mathematics and science are used during school year to support ELLs. Native language support is offered by a certified biligual teacher during mathematics instruction in grade 4.

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

Question: 16

All instructional materials and support services are grade specific and age appropriate. ELLs students are taught using content area materials at their grade level. In order to support students with various learning abilities and needs, small groups are formed to reteach specific skills and strategies. Leveled materials in literacy across genres are used during small group differentiated instruction. In mathematics, students are taught grade level content using grade appropriate enVisionMath Program and during differentiation students are grouped to meet their individual needs based on unit assessment and informal observation. All other content areas are age and grade level appropriate and presented using shared and read alouds in order to support students at different instructional levels.

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.

Question: 17

At the present time, our school does not offer any activities before the beginning of the school year. Historically, funding permitting our ELLs including ELL-SWD that are not mandated to attend summer school are invited to summer school enrichment program. The goal of the program is to develop English language proficiency, focusing on oral language and vocabulary development; in addition to math support. At the start of the school year and throughout the school year our Newcomers ELLs depending on need are part of a subgroup in order to develop language specific content using Rigby's Newcomers Program.

18. What language electives are offered to ELLs?

Question: 18

In our elementary school setting, language electives are not offered as part of our instructional program.

19. For schools with dual language programs:

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

Question: 19

Not applicable at our school.

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.

Question: 1

All teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions at school, Network and at NYCBOE sites.

Question: 2

All teachers of ELLs are part of all school-wide and Network professional development in supporting ELLs as they engage in the Common Core Learning Standards. Professional development in Sheltered Instruction Observation Protocol(SIOP)Model, after school Teacher Support Academy with a focus on Danielson's Framework for Teaching, Common Planning periods for all teachers, collaboration with classroom teachers and other service provider, Universal Design for Learning(UDL) and strong high quality instruction in support of Tier 1 of RTI.

Question: 3

Teachers are informed of the application process that students must adhere to and the various middle school open houses available during the year. An in house parent orientation is held to provide parents with information on the process. In addition, our parent coordinator, Ms. Tanya Velez provides information to all fifth grade parents in their native language. At the school level, our fifth grade students take part on a day activity modeling the class changes that take place at the middle school level

Question: 4

Mainstream and Special Education teachers take the mandated ESL training hours in order to effectively implement ESL strategies with ELLs. The hours of training are achieved during our after-school Teacher Support Academy and during grade-specific Professional Development periods. The goal is to train teachers on the best practices for the teaching of ELLs. Specific workshop activities include: Sheltered Instruction Observation Protocol(SIOP) Model, Understanding the Scaffolding Required to Support ELLs Writing, ELLs Identification Process and Stages of Language Acquisition, Text Complexity & English Learners: Building on a Foundation, Common Core Learning Standards and Differentiating Content in an Informational Text. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. Throughout the school year, secretaries, parent coordinator, assistant principals, guidance counselors and ESL teachers discuss ELL identification process.

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?

Question: 1

Historically we have offered, and intend to continue to offer, a Saturday Academy to the parents of ELLs. All parents are invited to our Family Literacy and Math Workshops which are held in the evenings, to support them in helping their children at home.

Question: 2

The Parent Coordinator prepares monthly nutrition meetings where parents are invited as well as selected students to learn more about healthy eating habits. She also offers literacy and math workshops for parents of students in grades K-5. Historically, our school has partnered with the National Dance Institute and Bronx Dance Institute. At the present time, we are looking forward to continue this partnership contingent on funding.

Question: 3

Our Parent Coordinator and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. The Parent Coordinator prepares surveys to determine their needs. The survey includes questions ranging from how they feel about the school to what services would you like to receive more information on.

Question: 4

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meeting and conferences through our ESL teachers, Assistant Principal, Parent Coordinator and Administrative staff. We have Albanian, Arabic, Italian, Russian, Mandarin and Chinese speaking teachers available for the aforementioned situations as well. We reach out to the Urdu-speaking parents and parents of other lower-incident language speakers to assist us when they are present. Classroom teachers also have oral translation services provided upon request and during Parent Teacher Conferences. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Our ELLs parents are invited to our Saturday program funded under Title III and participate in English as a Second Language program with a focus on Developing Basic Interpersonal Communication skills (BICS).

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: Sen. Abraham Bernstein School

School DBN: 11X105

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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
	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: 11X105 School Name: Senator Abraham Bernstein School

Cluster: CFN 532 Network: CFN

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

Part A: Needs Assessment Findings

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

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

We conducted our oral interpretation needs assessment by gathering statistics provided by our OTELE code list; Home Language Surveys for Kindergarten and all new ELLs; as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator is always available, and orally communicates with parents and guardians. She prepares a needs-based survey to identify parents' interests. Our classroom teachers identify for the ESL Department which parents are non-English speakers and need oral interpretation. Sixty-three percent of our ELL parents are native Spanish speakers. The remaining thirty-seven percent of ELL parents include 13 lower-incidence languages, such as Albanian, Urdu, Russian, Bengali, Arabic, and French.

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

The assessment of our written and oral interpretation needs revealed that percent sixty-three percent (63%) of our ELLs parents spoke Spanish. At the present time, we have many teachers, two Assistant Principals, and a Testing Coordinator who speak Spanish. Thus, parents are sent written correspondences and provided oral communication in their language. Many of our ESL teachers are either native Spanish speakers or have BICs skills in Spanish. In addition to Spanish, we currently have teachers who speak the following languages: Albanian, Arabic, Mandarin Chinese, French, Italian, and Russian; meeting the needs of our remaining thirty-seven percent (37%) who speak lower incidence languages. We reach out to the Translation and Interpretation Unit when necessary. The community is informed of their rights to

translation services via postings in eight languages at the entrance of our building advising parents how they can receive further information, support, and their right to translation services. There is also the NYC Public School Guide. The Parent Coordinator and other staff orally inform parents of their rights to translation services.

Part B: Strategies and Activities

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

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

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

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

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

At P.S.105x we ensure that all our parents, especially those of English Language Learners, are provided with multiple opportunities to participate and have access to all programs and activities. We offer written and oral translation services to our highest percentage of parents or guardians whose home language is one other than English. We are reaching out to the available services offered by the Translation and Interpretation Unit in order to assure that all parents' communication needs are met. As mentioned previously, the school provides translation and interpretation services to parents at conferences, meetings, and as needed to ensure that they receive critical information about their child's education.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III Saturday Academy for ELLs

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

?????

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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