

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>20K105</b>
<b>School Name:</b>	<b>THE BLYTHEBOURNE</b>
<b>Principal:</b>	<b>JOHANNA CASTRONOVO</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 20K105  
School Type: Public School Grades Served: K,1,2,3,4,5  
School Address: 1031 59<sup>th</sup> Street, Brooklyn, NY 11219  
Phone Number: 718-438-3230 Fax: 718-853-9633  
School Contact Person: Clorinda Romano Email Address: CRomano4@schools.nyc.gov  
Principal: Johanna Castronovo  
UFT Chapter Leader: Kathleen Riordan  
Parents' Association President: Xue Ya Zeng  
SLT Chairperson: Alice Lee  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 20 Superintendent: KARINA COSTANTINO  
Superintendent's Office Address: 415 89<sup>th</sup> Street 4<sup>th</sup> Floor, Brooklyn NY, 11209  
Superintendent's Email Address: KCostan@schools.nyc.gov  
Phone Number: 718-759-4908 Fax: 718-759-4842

**Cluster and Network Information**

Cluster Number: 04 Cluster Leader: Christopher Groll  
Network Number: 406 Network Leader: Renardo Wright

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Johanna Castronovo	*Principal or Designee	
Kathleen Riordan	*UFT Chapter Leader or Designee	
Xue Ya Zeng	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Xiu Min Wang	Member/ Parent	
Xiao Ting Ma (Helen)	Member/ Parent	
Wee Mwee (Christine) Lee	Member/ Parent	
Xing Juan Suki Liang	Member/ Parent	
Carmen Vourlos	Member/ Parent	
Wei Wei Qing	Member/ Parent	
Alice Lee	Member/ CSA	
Donna Amato	Member/ CSA	
Joann Altieri	Member/ UFT	
Yaxiu Hu	Member/ UFT	
Agnes Balla	Member/ UFT	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 105, The Blythebourne School is an elementary school with approximately 1,760 students from kindergarten through grade 5. The school population comprises 0.1% Black, 4% Hispanic, 3% White, and 93% Asian students. The student body includes 56% English language learners (ELLs) and 7% students with disabilities (SWD). The average attendance rate for the school year 2013 - 2014 was 98%. Our School Leadership Team meets monthly and we have a strong parent involvement as evidenced by attendance at our Parent Teacher Association (PTA) meetings which averages 300 parents.

We believe that students can learn, achieve, and meet high standards of excellence regardless of their learning needs. The school community and the home work together to reach these high standards of excellence. The school is responsible for and committed to engaging all students in active and productive activities, no matter what their learning needs, in order to reach these high standards. The school community and home will work together to promote understanding, tolerance, and respect for cultural diversities.

We are located in a diverse Brooklyn community inhabited by a large population of Chinese immigrants. Our school is predominantly ELLs and there is a constant influx of Chinese immigrants. In order to support the learning of these new immigrants, we have Transitional Bilingual Education (Chinese) and English as a Second Language programs on every grade. Notices, correspondences, letters, as well as report cards are translated in Chinese to support parents.

Despite the educational challenges associated with the constant influx of Chinese immigrants admitted to our school on a daily basis, the schools supportive structure ensures our ELLs make significant academic progress. Last academic year, Spring 2014, 29.1% of ELLs achieved proficiency on the NYSESLAT compared to the previous year, Spring 2013, 18.4% of our ELLs achieved proficiency. This is more than a 10% increase in ELLs achieving proficiency on the NYSESLAT.

Key areas of focus for the 2014-2015 school year include: language acquisition (A language objective is included in every lesson.), emphasizing speaking and listening for critical conversation (Our school's data analysis shows that most ELLs who took the NYSESLAT during Spring 2014 did not achieve proficiency because they did not pass the Speaking part of the exam.), writing (craft, author's purpose, skills, genres), comprehension (making meaning in all content areas), math problem solving, differentiation, and small group instruction. To ensure progress, personal and academic behaviors will continue to be taught and implemented.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school’s priority for improvement is to raise the overall academic performance and progress for all students. Comprehension affects every subject, i.e. math, science, social studies, etc. There is a need to continue to develop our teachers’ capacity to support students to improve the acquisition of literacy for the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades.

The Spring 2014 ELA results show that we have 35.7% performing at Level 3 or 4 (Previous year, Spring 2013 performance 32.2%) and for progress, Median Adjusted Growth Percentile of 72 (Previous year, Spring 2013 - Median Adjusted Growth Percentile of 71). Our school’s goal is to help every student make progress. Therefore, our annual goal is to raise the Median Adjusted Growth Percentile on the April 2014 NYS ELA Assessment.

(Data Source: School Quality Guide 2014 from ARIS).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

#### ELA

By June 2015, all students, including students with disabilities and English Language Learners will demonstrate progress toward achieving State standards as measured by a 2 point increase (from 72 to 74) in “Median Adjusted Growth Percentile” on the NYS ELA assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide a rigorous curriculum and tasks for all students, including students in all subgroups, students with disabilities</li> </ul>	Students not making progress in	September 2014-June 2015	All Teachers including AIS/RTI Teachers, Coaches,

<p>and English language learners.</p> <ul style="list-style-type: none"> <li>Engage all students in two literacy tasks aligned to strategically selected Common Core Learning Standards (CCLS). These tasks will be embedded in CCLS aligned curriculum and be appropriately challenging for all learners, including students with disabilities and English Language Learners.</li> <li>Students will complete one task that asks them to read and analyze informational texts and write opinions, and arguments in response and a second task that may focus on the same standards or other key concepts within the literacy standards in ELA, social studies and/or science.</li> <li>We will identify a specific “skill set” to enhance student learning and support those students, identified from the ELA data, who are on levels 1&amp;2 and have not met standards, levels 3 &amp; 4 who have shown no growth, and students who scored beginner and who have remained on the intermediate or advanced levels of the NYSESLAT for more than one year, or students who are at risk of not making one year’s progress based on the DY0 assessment in grades K-2, or the NYC Performance Assessments in K-5.</li> </ul>	<p>grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 ELA Assessment</p>		<p>Consultants, and Supervisors</p>
<p><b><u>Professional Development Activities:</u></b></p> <p><u>Assessments/Rubric Training/Data/Goals:</u></p> <ul style="list-style-type: none"> <li>Develop their own “Design Your Own (DYO)” assessments</li> <li>Use Quantitative Data and Qualitative Data</li> <li>Set goals, collect data, and develop appropriately challenging tasks</li> <li>Writing and aligning Rubrics to the CCLS</li> <li>Gap analysis - looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning), standardized tests, NYSESLAT, ELL Periodic Assessment, etc</li> </ul> <p><u>Reading/ Writing/Questioning Strategies:</u></p> <ul style="list-style-type: none"> <li><i>Teaching Comprehension – An interactive professional development program</i></li> <li>Questions and discussion techniques using DOK-Depth of Knowledge and Bloom’s Taxonomy</li> <li>Focus on writing: craft of writing and genre studies</li> <li>Creating and scaffolding lessons in units with appropriately challenging tasks that are rigorous</li> <li>Looking at student work to inform next steps</li> </ul> <p><u>Technology Training:</u></p> <ul style="list-style-type: none"> <li>SMART Board &amp; interactive whiteboard training and coaching</li> <li>Using multi-media resources to support teaching and learning e.g. iPads</li> </ul>	<p>Students not making progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 ELA Assessment</p>	<p>September 2014-June 2015</p>	<p>All Teachers including AIS/RTI Teachers, Coaches, Consultants, and Supervisors</p>

<ul style="list-style-type: none"> <li>• Develop personalized learning plans using laptops</li> <li>• Integrate technology into teaching and learning activities</li> <li>• Technology-based programs: Award Reading, Raz-Kids, Discovery Education, National Geographic, BrainPop and BrainPopJr. BrainPop ESL, Worldbookonline, Google Classroom, etc.</li> </ul> <p><u>New Teacher Training:</u> Running records, literacy centers, math-instructional shift, NYSESLAT- Incorporate ESL strategies to enhance and support instruction, looking the four modalities and challenges, and using data to inform instruction</p> <p><u>English Language Learners (ELLs):</u></p> <ul style="list-style-type: none"> <li>• Research-based effective bilingual and ESL strategies</li> <li>• Capstone Interactive E-book training to develop language</li> <li>• Scaffold and differentiate instruction for ELLs to meets needs</li> <li>• Assessment of students’ native language proficiency in the content area</li> <li>• Creative ways to improve student language proficiency through Theater Arts and Reader’s Theater</li> <li>• Analysis of the NYSESLAT to determine challenges for students</li> <li>• Creating daily lessons to teach strategies and skills needed to succeed on the NYSESLAT</li> <li>• Implement close reading strategies to help ELLs comprehend complex texts</li> <li>• Explicitly teach vocabulary and grammar to ELLs</li> <li>• Teach tier 1, 2, 3 vocabulary (i.e. tier 1-social, everyday speech, tier 2-general academic vocabulary, tier 3-content specific vocabulary) to increase comprehension</li> <li>• Target individual student needs in small group instruction</li> </ul> <p><u>Students with Disabilities (SWD):</u></p> <ul style="list-style-type: none"> <li>• Utilizing SESIS, a Department of Education special education system-mechanics, navigating, and explanation of each component</li> <li>• Writing SMART IEP (Individualized Education Plan) Goals for SWD</li> <li>• Ensure the present levels of performance component on the IEP reflect and align with the goals</li> <li>• Differentiation based on individual student needs</li> <li>• Accomodations/modifications in classrooms based on student needs</li> <li>• Partnerships/buddy systems to support peer learning</li> <li>• Create child friendly self-monitoring sheets for tracking and monitoring of their own progress and behavior</li> <li>• Research effective tools/resources that will enhance student learning and behavior, e.g. stressballs, pointers, grips, picture cards, visuals, videos, sentence frames, manipulatives, etc.</li> <li>• Identifying student learning styles and implementing them during instruction</li> </ul>			
<p><u>Strategies to address the needs of students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Use UDL (Universal Design for Learning) framework for teaching</li> </ul>	Students not making	September 2014-June	All Teachers including AIS/RTI

<p>and learning of SWD</p> <ul style="list-style-type: none"> <li>• Sharing strategies and best practices with General Education Teachers regarding students with disabilities</li> <li>• Charts/graphs/diagrams (KWL, child friendly rubrics/assessments, sentence starters, etc.)</li> <li>• Utilizing interactive technology for motivation/attention</li> <li>• Visuals connected to vocabulary</li> <li>• Hands on activities and grouping</li> <li>• Break learning into small steps</li> <li>• Connect teacher-student experiences to content, provide students with content knowledge</li> <li>• Clear explicit directions/instructions</li> <li>• Concrete resources that support lessons</li> <li>• Empower students to be responsible for their own learning and/or behavior</li> <li>• Praise and reward systems –enhance confidence and motivate students</li> <li>• Flexible programming-students are mainstreamed to work with their general education peers during specific times throughout the day focusing on specific core subjects.</li> <li>• Adjust student schedules based data monitoring, analysis, and strategic planning and collaboration</li> </ul> <p><u>Strategies to address the needs of English language learners, and other high-need students:</u></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)- a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands, e.g. using gestures and facial expressions.</li> <li>• Language support, labeling in the students’ native language and word wall</li> <li>• Role play, drama, music, etc.</li> <li>• Use charts, diagrams, webs, and graphic organizers</li> <li>• Use visual aids (i.e. pictures, photos, videos, maps, etc.), manipulatives, and teaching tools (i.e. pointers, timers, sentence strips, SMART Board, document cameras, etc.)</li> </ul> <p><u>Programs:</u></p> <ul style="list-style-type: none"> <li>• AIS/RTI services are provided to students who received Level 1 or is at risk of failing (These students include English Language learners, SIFE, STH, new comers, etc.)</li> <li>• After school programs are provided to students who received level 2 and/or not making progress on the ELA Assessment.</li> <li>• SETSS services are provided to students with special needs and/or who are at risk of failing.</li> <li>• ESL teachers provide push-in mandated services and AIS services to ELLs and new comers</li> </ul>	<p>progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 ELA Assessment</p>	<p>2015</p>	<p>Teachers, Coaches, Consultants, and Supervisors</p>
<p><u>Strategies to increase parent involvement and engagement</u></p> <p><u>Activities:</u></p> <p><u>Communication:</u></p>	<p>Students not making progress in grades K-5</p>	<p>September 2014-June 2015</p>	<p>All Teachers including AIS/RTI Teachers, Coaches, Consultants, and</p>

<ul style="list-style-type: none"> <li>• Set up eChalk communication tool and text messages with school, parents and students for emergency alerts and provide parent workshops on how to utilize them effectively</li> <li>• Letters/notices/correspondences are sent home with translations</li> </ul> <p><u>Curriculum Conference and Open School Week</u>-invite parents to visit child’s classroom and observe child in a classroom setting.</p> <p><u>Community Based Organizations:</u> Partners with CBOs (Community Based Organizations) such as the Brooklyn Chinese American Association (BCA), the Brooklyn Chinese Planning Council (CPC), and the Maimonides Medical Center to provide workshops in parenting skills, health benefit issues, immigration issues, and child development, etc.</p> <p><u>Addressing Needs of Parents:</u> Evaluates and addresses the needs of our parents by using data from the LES (Learning Environment Survey), concerns and suggestions from parents, school staff, and students.</p> <p><u>Parent workshops/activities:</u></p> <ul style="list-style-type: none"> <li>• Introduce ELL programs or new academic programs to parents</li> <li>• Explain the State and the City’s regulations related to ELLs or new initiatives</li> <li>• Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.</li> <li>• Conduct workshops on the citywide instructional shifts and the CCLS</li> <li>• Conduct reading workshops on how to read and ask questions in the native Language to promote students' reading comprehension</li> <li>• Provide adult ESL, technology, and parenting classes</li> <li>• Set up parent lending library with resources for parents as well as for students in the different languages</li> <li>• Family trips to cultural institutions (Parents with their children)</li> <li>• Participate in Cool Culture-complimentary admission to over 75 of the City’s renowned cultural institutions, museums, botanical gardens, and zoos</li> <li>• Workshops on social and health wellness for parents and students</li> <li>• Workshops on the cultural differences, school expectations, and disciplinary actions in the U.S. school system</li> <li>• Native language books in the different genres for students to take home and read with their parents</li> <li>• Attendance policy and school matters</li> <li>• Educational resources and websites</li> <li>• Preparing students for State tests-ELA, math, science, and NYSESLAT</li> <li>• Accessing and utilizing ARIS parent link</li> <li>• Gifted and talented testing</li> <li>• Summer reading club and P.S. 105’s summer program</li> <li>• School transition support: kindergarten orientations/workshops and middle school preparation/application procedures</li> </ul>	<p>and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 ELA Assessment</p>		<p>Supervisors</p>
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workshops • Parent workshop on anger management provided by BCA (Brooklyn Chinese American Association)			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff:

- Administrators (1 principal and 3 assistant principals)
- Generation Ready consultants, independent consultants, and book publisher consultants
- Coaches: 4 literacy/math coaches, 1 literacy/testing coach, 1 technology coach
- Data specialist
- 10 reading/AIS/RTI teachers
- English language learners: 3 ESL push-In teachers
- Special education: 2 bilingual SETSS teachers, 1 special education support teacher and 1 IEP teacher
- Parent coordinator

Resources:

- Professional books (i.e. Quality Questioning)
- Grammar and vocabulary Books
- Comprehension toolkits (PreK-5)
- Professional development - workshops
- *The RTI Daily Planning Book – Gretchen Owocki*
- SMART Boards / mimio Boards, document cameras, scanners and microphones
- Capstone interactive eBooks and Award Reading
- eChalk communication tool with school, parents, and students
- Laptop computers for every teacher and student

Schedule:

- A PAP (Professional Activity Period) once a week and a prep period once a day is included in every teacher’s schedule for professional development and planning.
- Collaboration periods: A special education\globe (gifted)\technology\facilitator (instructional leads) collaboration period is programmed in teachers’ schedules to plan and collaborate on a weekly basis.
- All mentor/mentees receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common prep period where they can meet and collaborate when needed.
- AIS/RTI teachers’ schedule is programmed by supervisors to ensure that all students who need the service are being serviced.
- SETSS teachers’ schedule is programmed by the special education supervisor to ensure that every student who needs special education or at-risk service is being received.
- ESL push-in teachers’ schedule is created by the ELL coordinator to ensure that all students who need the service are being serviced.
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student work to strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Tracking and Monitoring Student Progress:

Fountas and Pinnell (F&P):

- The Fountas and Pinnell (F&P) benchmarking system K-5 is used to monitor student progress. The results from this benchmarking will be tracked on an Excel spreadsheet and the data specialist analyzes the data for supervisors and teachers to inform improvement strategies.
- Principal, supervisors and Generation Ready Consultants meet with out of classroom teachers (RTI/AIS/LLI/ESL) one to one, once a month to discuss tracking and monitoring of student progress.
- Using the F&P we will continue to track student progress in reading against grade level benchmarks to measure student growth across the year.

<b>Timeframe</b>	<b>October Fall benchmark</b>	<b>January Winter benchmark</b>	<b>May Spring benchmark</b>
<b>K</b>	Below “A”	A/B	C
<b>1</b>	C	E	I/J
<b>2</b>	I	K	L
<b>3</b>	L	M	O/P
<b>4</b>	O	Q/R	S/T
<b>5</b>	S	T	V

*These benchmarks are based on the 12.09.2011 Teachers College Benchmark Reading Levels, adapted for P.S. 105*

Running Records and Design Your Own (DYO) Assessments:

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

SchoolNet Assessments:

- NYC Performance Assessments: Grades K-5, ELA: MOSL (Measures of Student Learning): NYC Performance Assessments- (BOY, Begin of Year and EOY, End of Year)
- ELLs Grades 3-5: English Language Learners: ELL Periodic Assessment: Fall and Spring
- Grades 3-5: CCLS Benchmark ELA: Mid Year

**Part 6b. Complete in February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a result of our comprehensive needs assessment, we identified professional development for our teachers as a major priority for improving student performance and progress. We will provide professional development for teachers to plan CCLS aligned appropriate challenging tasks to meet the needs of all students, including high performing students, ELLs, at risk students, and students with disabilities.

Our school’s strength is performance in math. However, progress is our goal for every student. The Spring 2013 math results show that we have 59.5% performing at Level 3 or 4 and for Spring 2014, 70.1.5% which shows a 10.6% increase in performance. For progress, Spring 2013-the Median Adjusted Growth Percentile is 78 and for spring 2014-the Median Adjusted Growth Percentile is 80, a 2 point increase in progress. We would like to raise the “Median Adjusted Growth Percentile” on the April 2013 NYS Math Assessment.

(Data Source: School Quality Guide 2014 from ARIS).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **Mathematics**

By June 2015, all students, including students with disabilities and English Language Learners will demonstrate progress toward achieving State standards as measured by a 3 point increase (from 80 to 83) in “Median Adjusted Growth Percentile” on the NYS Math assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• To engage all students in a cognitively demanding math curriculum that supports the development of modeling, constructing or</li> </ul>	Students not making	September 2014-June	All Teachers including AIS/RTI

<p>exploring mathematical reasoning to arrive at a viable solution.</p> <ul style="list-style-type: none"> <li>Engage all students in three rigorous CCLS math units of study that focus on the major work of the grade and mathematical practices. The units of study will be embedded in our CCLS aligned curriculum, informed by a common teaching framework that will include appropriately challenging tasks for all learners, including students with disabilities and ELLs.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>implement collaboratively and develop grade level UDL (Universal Design for Learning) units that reflect the major work of the grade.</li> <li>support students to make sense of mathematics and learn that they can be mathematical thinkers.</li> <li>focus on computational fluency with whole numbers in grades K-2 and fractions in grades 3-5 as a major goal.</li> <li>provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them.</li> <li>emphasize reasoning about mathematical ideas.</li> <li>discuss and explore mathematics content and pedagogy with other grade level teachers.</li> <li>engage the range of learners to develop understanding in mathematics.</li> <li>maintain a focus on assessment that drives instruction and measures student progress over time.</li> <li>deepen the use of ECAM (Early Childhood Assessment in Mathematics) as a formative assessment in grades K-2.</li> <li>use PARCC (Partnership for Assessment of College and Careers) assessments in grades 3-5.</li> </ul>	<p>progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 Math Assessment</p>	<p>2015</p>	<p>Teachers, Coaches, Consultants, and Supervisors</p>
<p><b>Professional Development Activities:</b></p> <p><u>Math strategies/curriculum:</u></p> <ul style="list-style-type: none"> <li>Implement comprehension strategies and academic vocabulary into mathematical problem solving</li> <li>Effective use of manipulatives</li> <li>Monitor the ongoing implementation of all aspects of the Investigations (math) program</li> <li>Develop cognitively demanding tasks for all learners.</li> <li>Promote mathematical thinking and problem solving through literacy, critical thinking skills and independent learning</li> <li>Utilize “Think Aloud” to promote mathematical thinking and problem solving</li> <li>Effective math games and centers that challenge learners</li> <li>Create and scaffold lesson plans on units with appropriately challenging tasks that are rigorous and research based</li> <li>Look at student work to inform next steps</li> <li>Undertake gap analysis periodically to explore student assessment at end of unit tasks</li> <li>Utilize formative assessments to target student needs in small group instruction</li> </ul>	<p>Students not making progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 Math Assessment</p>	<p>September 2014-June 2015</p>	<p>All Teachers including AIS/RTI Teachers, Coaches, Consultants, and Supervisors</p>

<p><u>Assessments/Rubric Training/Data/Goals:</u></p> <ul style="list-style-type: none"> <li>• Learn how to use Excel class spreadsheets &amp; ARIS to effectively collect and analyze class and individual student data to drive instruction</li> <li>• Implementation of ECAM (math Assessment) for all students in K-2 and for “at risk” students in 3-5 and to administer, analyze, and use for future planning</li> <li>• Set individual teacher and student goals and individualized learning plans</li> </ul> <p><u>Technology Training:</u></p> <ul style="list-style-type: none"> <li>• Using a variety of media and technology programs to integrate technology</li> <li>• Smart Board &amp; Interactive whiteboard training and coaching</li> <li>• Training in the use of the school server to access and share best practices</li> <li>• The Investigations software “Shapes K-2” and “Logopaths 3-5” specifically support geometry through ICT (Integrated Co-Teaching)</li> </ul> <p><u>English Language Learners (ELLs):</u></p> <ul style="list-style-type: none"> <li>• Research-based effective bilingual and ESL strategies</li> <li>• Scaffold and differentiate instruction for ELLs of different levels and different needs</li> <li>• Understand problem solving vocabulary for ELLs</li> </ul> <p><u>Students with Disabilities (SWD):</u></p> <ul style="list-style-type: none"> <li>• Research-based effective SWD strategies</li> <li>• Scaffold and Differentiate instruction for IEP students of different levels and different needs</li> <li>• Write and monitor SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) IEP goals for SWD’s</li> <li>• Accommodations/modifications in classrooms based on student needs</li> <li>• Partnerships/buddy systems to support peer learning</li> <li>• Create child friendly self-monitoring sheets-for tracking and monitoring their own progress and behavior</li> <li>• Researching effective tools/resources that will enhance student learning and behavior</li> <li>• Identify student learning styles and implement them during instruction</li> </ul>			
<p><u>Strategies to address the needs of students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Share strategies and best practices with general education teachers regarding students with disabilities</li> <li>• Charts/graphs/diagrams (child friendly rubrics/assessments)</li> <li>• Utilize interactive technology for motivation/attention</li> <li>• Hands on activities and grouping</li> <li>• Clear explicit directions/instructions, break learning into small steps</li> <li>• Concrete resources that support lessons</li> <li>• Praise and reward systems –enhance confidence and motivate students</li> </ul>	<p>Students not making progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2</p>	<p>September 2014-June 2015</p>	<p>All Teachers including AIS/RTI Teachers, Coaches, Consultants, and Supervisors</p>

<ul style="list-style-type: none"> <li>• Flexible programming-students are mainstreamed to work with their general education peers during specific times throughout the day focusing on specific core subjects.</li> <li>• Adjust student schedules based data monitoring, analysis, and strategic planning and collaboration</li> </ul> <p><u>Strategies to address the needs of English language learners, and other high-need students:</u></p> <ul style="list-style-type: none"> <li>• Language support, labeling in the students’ native language and word wall.</li> <li>• Use charts, diagrams, webs and graphic organizers</li> <li>• Use visual aids, manipulatives, and teaching tools (i.e. pointers, timers, sentence strips, SMART Board, document cameras, etc.)</li> </ul> <p><u>Programs:</u></p> <ul style="list-style-type: none"> <li>• AIS/RTI services are provided to students who received level 1 or at risk of receiving failing (These students include English Language learners, SIFE, STH, new comers, etc.)</li> <li>• After school programs are provided to students who received level 2 or not making progress on the math assessment.</li> <li>• SETSS services are provided to students with special needs and/or who are at risk of failing.</li> <li>• ESL teachers provide push-in mandated services and AIS services to ELLs and new comers</li> </ul>	<p>on the 2014 Math Assessment</p>		
<p><u>Strategies to increase parent involvement and engagement</u></p> <p><u>Activities:</u></p> <p><u>Communication:</u></p> <ul style="list-style-type: none"> <li>• Set up eChalk communication tool and text messages with school, parents and students for emergency alerts and provide parent workshops on how to utilize it effectively</li> <li>• Letters/notices/correspondences are sent home in translation</li> </ul> <p><u>Curriculum Conference and Open School Week:</u> Invite parents to visit child’s classroom and observe their child in a classroom setting.</p> <p><u>Community Based Organizations:</u> Partners with CBOs (Community Based Organizations) such as the Brooklyn Chinese American Association (BCA), the Brooklyn Chinese Planning Council (CPC), and the Maimonides Medical Center to provide workshops on parenting skills, health benefit issues, immigration issues, and child development, etc.</p> <p><u>Addressing Needs of Parents:</u> Evaluates and addresses the needs of our parents by using data from the LES (Learning Environment Survey), concerns and suggestions from parents, school staff, and students.</p> <p><u>Parent workshops/activities:</u></p> <ul style="list-style-type: none"> <li>• Explain the State and the City’s regulations related to ELLs and new initiatives</li> </ul>	<p>Students not making progress in grades K-5 and/or students in grades 4 and 5 scoring Level 1 or 2 on the 2014 Math Assessment</p>	<p>September 2014-June 2015</p>	<p>All Teachers including AIS/RTI Teachers, Coaches, Consultants, and Supervisors</p>

<ul style="list-style-type: none"> <li>• Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.</li> <li>• Conduct workshops on the citywide instructional shifts and the CCLS</li> <li>• Provide adult ESL, technology, and parenting classes</li> <li>• Educational resources and websites</li> <li>• Preparing students for State tests-ELA, math, science and NYSESLAT</li> <li>• Accessing and utilizing ARIS parent link</li> <li>• Gifted and talented child and testing</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff:

- Generation Ready consultants, independent consultants, and book publisher consultants
- Coaches: 4 literacy/math coaches, 1 literacy/testing coach, 1 technology coach
- Data specialist
- 10 reading/AIS/RTI teachers
- English language learners: 3 ESL push-In teachers
- Special education: 2 bilingual SETSS teachers, 1 special education support teacher and 1 IEP teacher
- Parent coordinator

Resources:

- Investigations program resources and materials
- Mathematics manipulatives
- Professional books
- Comprehension toolkits (PreK-5)
- Professional development - workshops
- *The RTI Daily Planning Book – Gretchen Owocki*
- SMART Boards / mimio Boards, document cameras, scanners and microphones
- eChalk communication tool with school, parents and students
- Laptop computers for every teacher and student

Schedule:

- A PAP (Professional Activity Period) once a week and a prep period once a day is included in every teacher’s schedule for professional development and planning.
- A special education\globe (gifted)\technology\facilitator (instructional leads) collaboration period is programmed in teachers’ schedules to plan and collaborate.
- All mentor/mentees receive a common period, once a week, where they can plan and collaborate on a weekly basis.
- All teachers within the grade have at least one common prep period where they can meet and collaborate when needed.
- AIS/RTI teachers’ schedule is programmed by supervisors to ensure that all students who need the service are being serviced.
- SETSS teachers’ schedule is programmed by the special education supervisor to ensure every student who needs special education or at-risk service is being serviced.
- ESL push-in teachers’ schedule is created by the ELL coordinator to ensure that every student who need ESL service are being serviced.
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student work to

strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Tracking and Monitoring Student Progress:

- Specific Investigations assessment data are collected and recorded in class Excel spreadsheets to track and monitor student progress
- Individual student goals are monitored by teachers to determine whether they have met/not met their goals
- K-2 Early Childhood Assessment in Mathematics (ECAM) is used as a formative assessment in counting, addition/subtraction and numeration units of study. The data is also used to track and monitor student progress within these concepts as students move from kindergarten through to grade 2.
- SchoolNet Assessments:
  - Grades 3-5: CCLS Benchmark Math: Mid Year
  - PARCC-Measuring Up Live-Math Baseline and End of the Year

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our large population of English Language Learners (approximately 56%), the constant influx of newly admitted immigrants and the different needs of students make it necessary for the school to continue its efforts to provide extensive staff development. We will continue the rigorous staff development and coaching to ensure teachers help students make progress in all the content areas.

Professional development and coaching will be provided to help teachers become effective or highly effective on the 8 components of the Danielson Framework for Teaching. *(Demonstrating knowledge of content and pedagogy, designing coherent instruction, creating an environment of respect and rapport, managing student behavior, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and growing and developing professionally.)*

According to the 2013-2014 Advance Overall Rating Summary, 77 (84%) out of 92 teachers received effective and 15 (16%) received highly effective. According to the 2013-2014 Advance Teacher Level MOTP Report on observations, teachers rated the weakest in the following 3 components: 3b. Using questioning and discussion techniques, 3c. Engaging students in learning, and 3d. Using assessment in instruction. These 3 professional development components will be major focuses for the 2014-2015 school year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **Teacher effectiveness / Strengthen teacher practice**

By June 2015, 98% of teachers will deepen their understanding and teaching effectiveness of using questioning and discussion techniques, engaging students in learning, and using assessment in instruction to maximize student learning, as evidenced by receiving effective or highly effective rating on the 2014-2015 Advance Teacher Level MOTP Report.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
(This area is currently empty for data entry.)			

<p><u>Observations/Feedbacks:</u> The principal and assistant principals engage in short, frequent cycles of classroom observations, to examine practice and develop specific feedback to teachers. The teachers’ perspectives are included in this process and it is acknowledged that second order change requires deep commitment.</p> <p>Principals and assistant principals:</p> <ul style="list-style-type: none"> <li>• engage in collaborative examination of student work</li> <li>• give specific, evidenced based, actionable and timely feedback to teachers based on Danielson’s <i>Framework for Teaching</i></li> <li>• strengthen their own capacity to improve high quality feedback to teachers through focused professional learning and practice</li> </ul>	<p>All teachers who are eligible for MOTP (Measures of Teacher Practice)</p>	<p>September 2014-June 2015</p>	<p>All eligible MOTP Teachers, Coaches, Consultants, and Supervisors</p>
<p><u>Professional Development Activities:</u></p> <ul style="list-style-type: none"> <li>• Use of quality questioning and discussion techniques</li> <li>• Depth of Knowledge (DOK)-Level activities, Bloom’s Taxonomy</li> <li>• Strategies for engaging students in learning</li> <li>• Effective assessment in instruction</li> <li>• Use questions skillfully to engage students in purpose, content focus, cognitive levels, wording and syntax</li> <li>• Design appropriately challenging tasks (differentiation)</li> <li>• Sentence frames to support the development of effective questioning</li> <li>• Challenge students to think deeply and solve problems</li> <li>• Examine and evaluate the quality of student work</li> <li>• Grouping of students to enhance their level of student engagement</li> <li>• Design lessons with structure and pacing</li> <li>• Design and create self-monitoring student friendly assessments</li> </ul>	<p>All teachers who are eligible for MOTP (Measures of Teacher Practice)</p>	<p>September 2014-June 2015</p>	<p>All eligible MOTP Teachers, Coaches, Consultants, and Supervisors</p>
<p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Calling on students regardless of whether they raised their hands and using a variety of techniques to ensure all students participate</li> <li>• Scaffolding questions- from simple to increasingly complex, probing for deeper explanations</li> <li>• Think-Pair-Share</li> <li>• Turn and Talk</li> <li>• Engage students in learning by using the dramatic touch-use of drama and humor to enhance students’ interest</li> <li>• Engaging students by using educational, games, and technology-multimedia</li> <li>• Promote excitement through discovery and hand-on activities</li> <li>• Activate prior knowledge</li> <li>• Engage students by collaboration-work in teams, divide responsibilities, and share information and knowledge with peers</li> <li>• Activities that allow choice</li> </ul>	<p>All teachers who are eligible for MOTP (Measures of Teacher Practice)</p>	<p>September 2014-June 2015</p>	<p>All eligible MOTP Teachers, Coaches, Consultants, and Supervisors</p>
<p><u>Strategies to increase parent involvement and engagement:</u></p> <ul style="list-style-type: none"> <li>• After school classes for parents and their children to teach them</li> </ul>	<p>All teachers who are</p>	<p>September 2014-June</p>	<p>All eligible MOTP Teachers, Coaches,</p>

<p>how to make better decisions and how to handle situations in a more positive way through role play, games, and activities</p> <ul style="list-style-type: none"> <li>• Tuesdays-parent engagement: teachers communicate with parents via phone calls or one-to-one meetings</li> <li>• Teachers create and translate newsletters sent home to parents in order to increase communication and to educate parents and inform parents</li> <li>• Sign up for text messages and eChalk Communication Tool with school, parents and students</li> <li>• Explain the State and the City’s regulations related to ELLs or new initiatives</li> <li>• Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.</li> <li>• Conduct workshops on the Citywide instructional shifts and the CCLS</li> <li>• Provide adult ESL, technology, and parenting classes</li> <li>• Educational resources and websites</li> <li>• Preparing students for State tests-ELA, math, science and NYSESLAT</li> <li>• Accessing and utilizing ARIS parent link</li> <li>• Gifted and talented child and testing</li> </ul>	<p>eligible for MOTP (Measures of Teacher Practice)</p>	<p>2015</p>	<p>Consultants, and Supervisors</p>
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff:

- Generation Ready consultants, independent consultants, and book publisher consultants
- Coaches: 4 literacy/math coaches, 1 literacy/testing coach, 1 technology coach
- Data specialist
- 10 reading/AIS/RTI teachers
- English language learners: 3 ESL push-In teachers
- Special education: 2 bilingual SETSS teachers, 1 special education support teacher and 1 IEP teacher
- Parent coordinator

Resources:

- Charlotte Danielson *Enhancing Professional Practice A Framework for Teaching*
- DOE Citywide instructional expectations
- Professional books
- Grammar and vocabulary books
- Comprehension toolkits (PreK-5)
- Professional development-workshops
- *The RTI Daily Planning Book – Gretchen Owocki*
- SMART Boards / mimio boards, document cameras, scanners and microphones
- Capstone interactive ebooks and Award Reading
- eChalk communication tool with school, parents, and students

Schedule:

- A PAP (professional activity period) once a week and a prep period once a day is included in every teacher’s schedule for professional development and planning.
- Collaboration periods: A special education\globe (gifted)\technology\facilitator (instructional leads) collaboration period is programmed in teachers’ schedules to plan and collaborate on a weekly basis.

- All mentor/mentees receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common prep period where they can meet and collaborate when needed.
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student work to strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

**Tracking and Monitoring tools:**

- Formal observations and informal observations to assess teacher performance and effectiveness.
  - The 2014-2015 Advance Teacher Level MOTP Report on Observations tracks teachers' ratings on each component of the Danielson Framework for Teaching
  - The MOTP Score Tracker allows us to view each teacher's overall component average and overall MOTP (Measures of Teacher Practice) score
- P.S. 105 MOSL (Measures of Student Learning) 2014-2015 Binder-includes every observation that has been completed for the current school year. In addition, the Teacher Observation Report 2014-2015 spreadsheet tracks and monitors how many observations each teacher has been observed to date, which supervisor conducted the observation and the date observation was conducted.
- Observations will be conducted by administrators who provide timely, specific, evidenced based feedback based on rubrics from Enhancing Professional Practice A Framework for Teaching.
- Observations will be conducted between October and May and feedback will be provided within 10 days of the observation.
- Rubrics from *Enhancing Professional Practice A Framework for Teaching* will be used as a guide for professional development.

<b>Part 6b. Complete in February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Summary of School Performance Trends:

All Grades –Students with Disabilities			
Percent in 75 <sup>th</sup> Growth Percentile or Higher, ELA, Self-Contained/ICT or SETSS			
School Year	2011-2012	2012-2013	2013-2014
Percent	57.6%	50%	38.1%

The Spring 2013 ELA results for the subgroup, Students with Disabilities (SETSS, Self-Contained and ICT) show that we have 50% in “Percent in 75<sup>th</sup> Growth Percentile or Higher” and for Spring 2014, 38.1%. This shows that we have an 11.9% decrease in growth percentile. There is a need to target this subgroup to help make gains in student growth on the April 2015 NYS ELA.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

#### Closing the Achievement Gap

By June 2015, Students with Disabilities (SETSS, Self-Contained and ICT) will demonstrate progress toward achieving State standards as measured by a 2% increase (from 38.1% to 40.1%) in “Percent in 75<sup>th</sup> Growth Percentile or Higher” on the NYS ELA assessment.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

<ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><u>Special Education Collaboration:</u></p> <ul style="list-style-type: none"> <li>Special Education teachers meet once a week with the special education supervisor to collaborate, plan and share best practices and differentiation strategies.</li> <li>Create and implement individual modification plans/charts</li> <li>How to look at student data, assessments and IEP's to inform instruction and implement effective strategies.</li> <li>Support special education teachers on improving their planning and delivery to ensure maximum student – teacher-para-professional instructional time.</li> <li>Ensure that the needs of all students are met through an emphasis on maximizing high quality teaching instruction for individual and flexible groups of students and designing appropriately challenging tasks.</li> <li>Providing opportunities for all related staff (general education teachers, special education teachers, ESL teachers, coaches, service providers, paraprofessionals, etc.) to provide professional development to implement strategies targeted for special education students.</li> </ul>	Students with Disabilities (SETSS, Self-Contained and ICT)	September 2014-June 2015	All Teachers, Coaches, Consultants, and Supervisors
<p><u>Flexible Programming:</u> Develop individual student programs for students in grades K-5 as needed. If applicable, students will be mainstreamed into less restrictive environment for different subjects and during certain periods.</p> <p><u>Additional Support:</u> After School programs will be provided for those students in need of additional support.</p> <p><u>SAT (School Assessment Team):</u> The School Assessment Team assesses, evaluates through informal testing (observations, interviews and parent meetings) and recommends services to at-risk students identified by the classroom teacher. The Team attends a monthly PPT (Pupil Personnel Team) meeting in which they review the teacher's recommendations and concerns. Together, they develop an action plan to support the needs of the student. Cases are reviewed on a regular basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, external therapy, related services (speech, occupational therapy, physical therapy or hearing), etc.</p> <p><u>SIT (School Implementation Team):</u> The SIT team meets once a month to discuss the ongoing issues (initial cases, special education plans, and other relevant issues/concerns regarding students). The team provides opportunities for teachers to initiate a meeting that involves students who are at risk and the interventions that are needed.</p>	Students with Disabilities (SETSS, Self-Contained and ICT)	September 2014-June 2015	All Teachers, Coaches, Consultants, and Supervisors

<p><u>Strategies to address the needs of students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Share strategies and best practices with general education teachers regarding students with disabilities</li> <li>• Charts/graphs/diagrams (KWL, child friendly rubrics/assessments, sentence starters, etc.)</li> <li>• Utilize interactive technology for motivation/attention</li> <li>• Visuals connected to vocabulary</li> <li>• Hands on activities, grouping</li> <li>• Break down learning into small steps</li> <li>• Connect teacher-student experiences to content: Provide students with content knowledge</li> <li>• Clear explicit directions/instructions</li> <li>• Concrete resources that support lessons</li> <li>• Empower students to be responsible for their own learning and/or behavior</li> <li>• Praise and reward systems –enhance confidence and motivate students</li> <li>• Adjust student schedules based data monitoring, analysis, and strategic planning and collaboration</li> </ul> <p><u>Strategies to address the needs of English language learners, and other high-need students:</u></p> <ul style="list-style-type: none"> <li>• Total Physical Response (TPR)- a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands, e.g. using gestures and facial expressions.</li> <li>• Language support, labeling in the students’ native language and word wall</li> <li>• Role play, drama, music, etc.</li> <li>• Use charts, diagrams, webs, and graphic organizers</li> <li>• Use visual aids (i.e. pictures, photos, videos, maps, etc.), manipulatives, and teaching tools (i.e. pointers, timers, sentence strips, SMART Board, document cameras, etc.)</li> </ul>	<p>Students with Disabilities (SETSS, Self-Contained and ICT)</p>	<p>September 2014-June 2015</p>	<p>All Teachers, Coaches, Consultants, and Supervisors</p>
<p><u>Strategies to increase parent involvement and engagement:</u></p> <ul style="list-style-type: none"> <li>• After school classes for parents and their children to teach them how to make better decisions and how to handle situations in a more positive way through role play, games, and activities</li> <li>• Tuesdays-parent engagement: teachers communicate with parents via phone calls or one-to-one meetings</li> <li>• Teachers create and translate newsletters sent home to parents to increase communication to educate and inform parents</li> <li>• Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.</li> <li>• Conduct workshop on the Citywide instructional shifts and the CCLS</li> <li>• Provide adult ESL, technology, and parenting classes</li> <li>• Educational resources and websites</li> <li>• Preparing students for State tests-ELA, math, science and</li> </ul>	<p>Students with Disabilities (SETSS, Self-Contained and ICT)</p>	<p>September 2014-June 2015</p>	<p>All Teachers, Coaches, Consultants, and Supervisors</p>

NYSESLAT <ul style="list-style-type: none"> <li>• Accessing and utilizing ARIS parent link</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff:

- Special education consultant
- Special education IEP supervisor
- 1 IEP teacher
- 2 Bilingual SETSS Teachers, 2 monolingual SETSS teachers and 1 special education support teacher
- Coaches: 4 literacy/math coaches, 1 literacy/testing coach, 1 technology coach
- English language learners: 3 ESL push-in teachers
- Service providers: 2 bilingual guidance counselors, bilingual social worker, bilingual psychologist, bilingual family worker, 2 bilingual speech teachers, physical therapist, occupational therapist, and hearing teacher
- Data specialist
- Parent coordinator

Resources:

- Professional development - workshops
- *The RTI Daily Planning Book – Gretchen Owocki*
- SMART Boards / mimio Boards, document cameras, scanners and microphones
- Capstone Interactive ebooks and Award Reading
- Laptop computers for teachers and students
- Special education Professional Development, both internal and external
- Special education educational websites
- Professional books - *Strategies That Work* by Stephanie Harvey
- Customize individual accommodations, i.e. anchor charts, sentence starters, graphic organizers, etc.
- Interactive technology for special needs students
- Tools to meet individual student needs, i.e. a ball to keep hands occupied, visuals, etc.
- Individual modification plans/charts

Schedule:

- A PAP (professional activity period) once a week and a prep period once a day is included in every teacher’s schedule for professional development and planning.
- Collaboration periods: A special education\globe (gifted)\technology\facilitator (Instructional Leads) collaboration period is programmed in teachers’ schedules to plan and collaborate.
- All mentor/mentees receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common prep period where they can meet and collaborate when needed.
- AIS/RTI teachers’ schedule is programmed by supervisors to ensure that all students who need the service are being serviced.
- SETSS teachers’ schedule is programmed by the special education supervisor to ensure every student who needs Special Education or at-risk service is being serviced.
- ESL push-in teachers’ schedule is created by the ELL coordinator to ensure that every student who need ESL service are being serviced.
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student work to strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps

teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

**Progress Monitoring:**

- IEP Progress Reports-3 times a year
- Fountas and Pinnell (F&P):  
The Fountas and Pinnell (F&P) benchmarking system K-5 is used to monitor student progress. The results from this benchmarking is tracked on an Excel spreadsheet and the data specialist analyzes the data for supervisors and teachers for improvement
- Running Records and Design Your Own (DYO) Assessments:
  - Teachers monitor individual student progress throughout the year using running records, comprehension and fluency rubrics, and benchmarks for assessing reading levels and student growth.
  - K-2 teachers create and use Design Your Own (DYO) assessments. They use data from the DYO to monitor ongoing student learning to track student progress and measure the attainment of goals. They also use this data to plan teaching strategies and design appropriately challenging tasks.
- Assessment Binders:  
Evidence of conference notes, running records, writing samples, writing rubrics, reading comprehension rubrics and reading individual student data trends
- SchoolNet Assessments:
  - NYC Performance Assessments: Grades K-5, ELA: MOSL (Measures of Student Learning): NYC Performance Assessments- (BOY, Begin of Year and EOY, End of Year)
  - ELLs Grades 3-5: English Language Learners: ELL Periodic Assessment: Fall and Spring
  - Grades 3-5: CCLS Benchmark ELA: Mid Year

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Academic and personal behaviors are a part of the Department of Education Citywide Instructional Expectations. At school meetings, school staff come together to discuss what the school can do to help students succeed. The school observed that many students are not completing tasks or reaching their full potential because they are lacking the critical academic and personal behaviors. Persistence, engagement, work habits/organization, communication/collaboration and self-regulation are all critical behaviors that students need in order to succeed and ensure college and career readiness. Therefore, there is a need for this goal.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

#### Critical Personal and Academic Behaviors

By June 2015, 100% of the teachers will model, explicitly teach, and assess students in the critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration and self-regulation as measured by student self-assessments and teacher observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b>Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Engage all students in four learning activities every six weeks that align to the critical and academic behaviors</li> <li>• Instructional leads establish a bank on learning activities linked to each of the critical academic and personal behaviors</li> <li>• Teachers create self-assessments for students on critical personal and academic behaviors</li> <li>• Students identify and set goals for themselves that are aligned to</li> </ul>	All Teachers and Students	September 2014 – June 2015	All Teachers, Consultants, Coaches and Supervisors

<p>each of the behaviors</p> <ul style="list-style-type: none"> <li>• All students complete at least one self-reflection on one of the critical academic and personal behaviors</li> <li>• Teachers and students track their growth on critical personal and academic behaviors</li> </ul>			
<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>• Provide teachers with PD and support on teaching critical academic and personal behaviors</li> <li>• Classroom organization and building students’ work habits and organizational skills</li> <li>• Communication and collaboration skills</li> <li>• Building cultural competence</li> </ul> <p><u>Persistence:</u></p> <ul style="list-style-type: none"> <li>• Students show persistence through task completion despite setbacks</li> <li>• Teachers discuss with students regarding the importance of effort and seeking help from others to improve learning strategies</li> </ul> <p><u>Engagement:</u></p> <ul style="list-style-type: none"> <li>• Student involvement in school activities</li> <li>• Teachers show that they value academic engagement by creating opportunities to hear student voices and involve students and parents in school activities</li> </ul> <p><u>Work Habits/Organization Skills:</u></p> <ul style="list-style-type: none"> <li>• Students work independently and organize their time and effort effectively</li> <li>• Teachers teach time management by utilizing planners and designing instructional activities that provide direction for note-taking from texts and instruction on how to organize important information</li> </ul> <p><u>Communication/Collaboration Skills:</u></p> <ul style="list-style-type: none"> <li>• Students communicate effectively in multiple formats (speaking/listening, writing, technology) and work collaboratively with peers</li> <li>• Teachers create opportunities for collaboration and communication and provide opportunities for students to revise work and present it with precision and polish, and include multiple formats for presentation (such as: written, digital, oral, individual, group)</li> </ul> <p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> <li>• Students independently solve problems and develop self-reflection skills</li> <li>• Teachers create an environment of respect and rapport and teach students to manage feelings appropriately and problem-solve</li> </ul> <p><u>Programs:</u></p> <ul style="list-style-type: none"> <li>• Create a system and an environment that supports students’ commitment to their educational goals</li> </ul>	<p>All Teachers and Students</p>	<p>September 2014 – June 2015</p>	<p>All Teachers, Consultants, Coaches and Supervisors</p>

<ul style="list-style-type: none"> <li>• Coordinate effective school-wide communication and collaboration systems (i.e. eChalk, text messages, email, school server, school website, school wiki, etc.)</li> <li>• School-wide reinforcement system for positive behavior</li> <li>• After school classes for parents and their children to teach them how to make better decisions and how to handle situations in a more positive way through role play, games, and activities</li> </ul>			
<p><u>Strategies to address the needs of students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Sharing strategies and best practices with general education teachers regarding students with disabilities</li> <li>• Utilizing interactive technology for motivation/attention</li> <li>• Hands on activities and grouping</li> <li>• Break down learning into small steps</li> <li>• Connect teacher-student experiences to content, provide students with content knowledge</li> <li>• Clear explicit directions/instructions</li> <li>• Empower students to be responsible for their own learning and/or behavior</li> <li>• Praise and reward systems –enhance confidence and motivate students</li> </ul> <p><u>Strategies to address the needs of English language learners, and other high-need students:</u></p> <ul style="list-style-type: none"> <li>• Language support, labeling in the students’ native language and word wall</li> <li>• Role play, drama, music, etc.</li> <li>• Use charts, diagrams, webs, and graphic organizers</li> <li>• Use visual aids (i.e. pictures, photos, videos, maps, etc.), manipulatives, and teaching tools (i.e. pointers, timers, sentence strips, SMART Board, document cameras, etc.)</li> </ul>	All Teachers and Students	September 2014 – June 2015	All Teachers, Consultants, Coaches and Supervisors
<p><u>Strategies to increase parent involvement and engagement:</u></p> <ul style="list-style-type: none"> <li>• Offer opportunities for meaningful family engagement</li> <li>• Student and parent involvement in school activities</li> <li>• Use role play, games, and activities to handle situations in a more positive way</li> <li>• Tuesdays-parent engagement: workshops for parents and teachers communicate with parents via phone calls or one-to-one meetings</li> <li>• Teachers create and translate newsletters sent home to parents to increase communication to educate and inform parents</li> <li>• Signing up for text messages and eChalk communication tool</li> <li>• Explain the State and the City’s regulations related to students with disabilities or new initiatives</li> <li>• Conduct workshops on students/parents' rights, tips and expectations, discipline code, school services, standardized assessment, any new assessment instruments and dates, etc.</li> <li>• Parenting classes</li> </ul>	All Teachers and Students	September 2014 – June 2015	All Teachers, Consultants, Coaches and Supervisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Staff:

- Generation ready consultants, independent consultants, and book publisher consultants
- Coaches: 4 literacy/math coaches, 1 literacy/testing coach, 1 technology coach
- English language learners: 3 ESL push-in teachers
- Special education: 2 bilingual SETSS teachers, 1 special education support teacher and 1 IEP teacher
- Guidance counselors and social worker
- Parent coordinator

Resources:

- Charlotte Danielson *Enhancing Professional Practice A Framework for Teaching*
- Department of Education Citywide instructional expectations
- Professional books
- Professional development-workshops
- SMART Boards / mimio Boards, document cameras, scanners and microphones
- Capstone interactive ebooks and Award Reading
- eChalk communication tool with school, parents and students

Schedule:

- A PAP (Professional Activity Period) once a week and a prep period once a day is included in every teacher’s schedule for professional development and planning.
- Collaboration periods: A special education\globe (gifted)\technology\facilitator (instructional leads) collaboration period is programmed in teachers’ schedules to plan and collaborate on a weekly basis.
- All mentor/mentees receive a common period, once a week, where they can plan and collaborate.
- All teachers within the grade have at least one common prep period where they can meet and collaborate when needed.
- Inquiry team work: Each grade level instructional lead teacher and out of classroom teachers form collaborative teacher teams to utilize the inquiry process.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

**Progress Monitoring:**

- Student self-reflections and self-assessments on critical personal and academic behaviors
- Teacher observations of students’ progress in behaviors observed (i.e. tasks completions in timely manner) and student work
- Students’ critical personal and academic goals being met
- Teachers and students track their growth on critical personal and academic behaviors
- Teacher informal/formal observations on the execution of lessons that shows the teaching of these critical behaviors

- Students display an improved knowledge of the critical academic and personal behaviors necessary for college and career readiness.
- Demonstrates school responsibility, good citizenship and the importance of effective collaboration.
- Increased respectful student/student, student/adult interactions within the school community.

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students not making progress and/or scoring Level 1 or 2 on the 2014 ELA Assessment	Academic intervention services for ELA are provided as follows: RTI (Response to Intervention), LLI (Leveled Literacy Intervention), ELL Success afterschool, ELL, Summer Closing the Gap, Award Reading (Technology Interactive reading program), and Raz-Kids (online leveled reading).	Small Group Instruction	During the school day and after school
<b>Mathematics</b>	Students not making progress and/or scoring Level 1 or 2 on the 2014 math Assessment	Academic intervention services for mathematics are provided as follows: ELL Success afterschool and small group instruction by the classroom teacher. We use the math program, Investigations, which is an inquiry based approach to math.	Small Group Instruction	During the school day and after school
<b>Science</b>	Students not making progress and/or at risk of failing science	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs are able to take the content area assessments in their native language. Students in grade 5 who scored at levels 1 and 2 are addressed in small groups by the classroom teacher.	Small Group Instruction	During the school day
<b>Social Studies</b>	Students not making progress and/or at risk of failing social studies	The school has a bilingual instructional program to support the ELLs in the learning of the content area. Students in these programs	Small Group Instruction	During the school day

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

		<p>basis by the team to determine whether the plan of action is helping the child succeed. The team recommends services such as counseling, outside psychotherapy, related services (speech, occupational therapy, physical therapy or hearing), etc.</p> <p>The school's <b>social worker</b> discusses and addresses teacher concerns regarding at-risk students. The social worker does classroom observations, conducts parent meetings and provides individual or group counseling (boost confidence, self-image, motivation, conflict resolution) to the identified at-risk student(s). The social worker articulates with classroom teachers and student providers to develop a support plan based on student needs. In addition, the social worker conducts parent education workshops to provide them with skills, strategies, resources, and parent rights to help children succeed in school.</p> <p>The school's <b>health aide and nurse</b> provide health workshops on asthma, obesity and nutrition to at-risk students in order to prevent any health crisis. Vision and hearing are tested and letters are sent home to parents to follow-up if a child fails either test. Hygiene lessons are given throughout the year based on teacher recommendations.</p>		
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## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

##### **Strategies and activities:**

- The administrative staff attends hiring fairs to recruit highly-qualified teachers
- The payroll secretary works closely with the Network Human Resources point person on an ongoing basis to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines
- Mentors and coaches are assigned to support struggling and un-qualified teachers
- Monthly mentor/mentee meetings with assistant principal and consultant to support new teachers
- Mentors/mentees meet 1 period per week to discuss and support effective teaching and learning
- All teachers meet once a week during PAP (professional activity period) for professional development with supervisors, coaches, staff developers, etc. within the grade
- New teacher professional development on Saturdays

#### 2b. 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).

##### **Strategies and activities for high quality professional development:**

- Inter-active professional development for teachers to learn about teaching comprehension. *Teaching Comprehension – An interactive professional development program*
- Create and scaffold lesson plans on units with appropriately challenging tasks that are rigorous
- Analyze student work to inform next steps
- Integrate technology into teaching and learning activities and how to use it to support planning
- New Teacher PD's: running records, literacy centers, math-instructional shift, NYSESLAT-How to incorporate ESL strategies to inform instruction, looking at the four modalities and challenges, and analyzing data to inform instruction
- Scaffold and differentiate instruction for ELLs and students with disabilities of different levels needs
- Assessment of students' native language proficiency level and in the content area
- Research-based effective bilingual and ESL strategies
- Creative ways to improve student language proficiency through Theater Arts using Reader's Theater
- Focus on writing: writing process and genre studies, and aligning rubrics to the CCLS
- Gap analysis - looking at student assessment on end of unit tasks, MOSL (Measures of Student Learning),

standardized tests, NYSESLAT, ELL periodic assessment, etc

- Implement close reading strategies to help students comprehend complex texts
- Teach vocabulary and grammar to ELLs
- Target student needs in small group instruction
- Enrich and enhance instruction for above average and gifted learners

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

- Kindergarten orientation for parents during the end of August-school procedures and matters, student and parent responsibilities, etc.
- Open school week for kindergarten students
- Curriculum conference-CCLS-Conducted by the bilingual guidance counselors
- Parent workshops-During PTA meetings: Kindergarten registration process, how to prepare your child/children for school, etc.
- Guidance counselors-Workshops for parents: School expectations, effective discipline techniques, school policies, school rules and routines, etc.
- School tour provided by the 2 bilingual guidance counselors and parent coordinator

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

- Teachers participate in the decision making process during weekly PAPs (professional activity period) and collaboration periods: Special education\ globe (gifted)\ technology\ facilitator (instructional leads).
- All teachers are involved in inquiry teacher team work. Each grade level instructional lead and out of classroom teacher form a collaborative teacher team to utilize the inquiry process. Teachers look at student

work to strengthen teacher practices and improve student learning. Organizing and analyzing data effectively helps teachers facilitate teaching and learning with an emphasis on appropriately challenging tasks.

- Teachers set short and long-term goals for individual students to support student learning.
- All teachers set professional learning goals for themselves according to the Charlotte Danielson’s: A Framework for Teaching.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,444,412	X	Page 14, 21, 25, 30 and 35
Title I School Improvement 1003(a)	Federal	0	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	0	N/A	N/A
Title II, Part A	Federal	\$244,929	X	Page 35
Title III, Part A	Federal	\$115,368	X	Page 14, 21, 25, 30 and 35
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	\$91,432	X	Page 14, 21, 25, 30 and 35

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **P.S. 105K** 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 the school and the families. The 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 the school community. **P.S. 105K** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template**

**P.S. 105K**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

### Part A: School Information

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):			
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school	<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other: _____
Total # of ELLs to be served: 450			
Grades to be served by this program (check all that apply):			
<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12			
Total # of teachers in this program: 15			
# of certified ESL/Bilingual teachers: 14			
# of content area teachers: 1			

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 21The school's CEP goal in the ELA is to have all students, including students with disabilities and ELLs to demonstrate a 2% increase in "Median Adjusted Growth percentile" on the NYS ELA assessment. Upon reviewing the 2013-2014 NYSESLAT assessment analysis of the four modalities, the common trend is that most of our students in grades K-5 were least proficient in the speaking modality while achieving proficient in the other 3 modalities. We also identified ELL students who received Advanced levels for three consecutive years on the NYSESLAT. Many of our first and second year ELLs in grades 3-5 also scored levels 1 and 2 on the ELA due to the lack of their English language proficiency. The After School program will target these students to support them to make at least one year of progress in the NYSESLAT as well as the ELA. One major focus will be on speaking to ensure proper grammar, and increase academic vocabulary. Another major focus for the school this year is to help students access and comprehend grade-level texts independently through Close Reading practices.

The detail descriptions of each program are as follows:

After School Programs:

The ELL Success After School Program will service approximately 450 students in grades 1-5, with 15-18 students in each class. The program is structured to have two cycles in order to service more students. There are 18 student sessions in cycle I, and 20 sessions in cycle II. The program will meet twice a week, from 2:40pm to 4:15pm on Wednesdays and Thursdays. Teachers will have one pre-service P.D. session on October 1, 2014.

There will be 13 classes in cycle I. (Three classes in grade 1, two classes in grade 2, two classes in grade 3, four classes in grade 4, and two classes in grade 5) Program dates for students are from October 1 to December 11, 2014. The targeted populations are ELL students who scored Advance level for three consecutive years, students who scored level 1 or level 2 in grades 4 & 5. In grades 1-3, Tier II students are invited to attend using the F & P reading levels.

Cycle II will have the same number of classes provided we have the same number of teachers working. The program dates are from January 7, 2015 to April 2, 2015 on Wednesdays and Thursdays, from 2:40pm to 4:15pm. Pre-service PD will be on January 7, 2015. The target population for cycle II will be Level 3 students using last year's ELA scores in grades 4 & 5, F & P reading levels in grades 1-3. In grade 4, there are 90 students who scored level 3 on the ELA. In grade 5, there are 69 students who scored level 3 on the ELA. The program will provide support for these ELL students in literacy in order for them to make one year of progress.

## Part B: Direct Instruction Supplemental Program Information

Eight of the teachers recruited for the ELL Success After School program are licensed Chinese Bilingual Teachers who can support most of our Chinese speaking ELL students in their acquisition of the English language with native language support. The other 5 teachers are licensed ESL teachers who will employ ESL strategies to support their learning. All classes will focus on oral language acquisition, academic vocabulary, and literacy comprehension. One supervisor is needed for the program from 3:30pm to 4:45 pm. Total teacher budget scheduled for both sessions is \$39,390.00.

Teachers will use leveled fiction and non-fiction guided reading books to support ELLs to build background knowledge, develop academic vocabulary and comprehension. Native language materials in both Chinese and Spanish will also be provided to all classrooms to support and sustain the development of native language for ELLs.

Resources provided to teachers of the ELL Success After School are: 1) The Primary Comprehension Toolkit by Stephanie Harvey & Anne Goudvis, 2) Scaffolding for English Language Learners – Previews and Extensions to Support Content Comprehension in grades K-2 and grades 3-6, 3) Comprehension Intervention – Small Group Lessons for The Primary Comprehension Toolkit in grades K-2, and grades 3-6, 4) ACT Now! Accessing Complex Texts – Model Lessons for Close Reading grades 3-8, 5) Short Reads for Finding Text Evidence by Benchmark Education in grades 3, 4 and 5, 6) Getting Reading for the NYSESLAT by Attanasio & Associates.

Teachers in all grades will implement sentence frames to provide support and the use of proper language structure for students to respond in both the oral and written language in their lessons. Small group instruction will be provided according to students' ability and needs. Teachers will incorporate Close Reading practices to support ELL students to access complex texts by scaffolding their lessons and modeling collaborative conversations, annotation of key words, phrases, key ideas, and details, numbering events and opinions. The CCLS require all students to read closely to understand grade level complex texts and to cite specific text evidence when writing or speaking about the text. Through Close Reading, students will learn to understand prompts and use text evidence to support their thinking and their writing. Teachers also have access to Award Reading, Raz-kids, Discovery Education in Science, BrainPop, and My Capstone Library ebooks by Capstone.

Enrichment Programs in the Arts:

1) Chinese Folk Dance Residency (Purchase high quality staff) – Since 93% of our student population is of Chinese decent, there is a need to provide the knowledge and exposure of the Chinese cultural arts to cultivate our students' cultural pride and heritage. The performing arts will also build students' self-esteem and confidence. We will contract two dance consultants to work with the 12 classes, two classes on each grade from K to 5, for a total of 32 sessions. The program will meet on Mondays and Thursdays for 32 sessions from October 6, 2014 to February 12, 2015, from 8:20am to 2:40pm. The fee for each session is \$85, for a total of \$32,640.00.

2) The After School Dance Club – One dance teacher will have an after school dance club as enrichment for selected ELLs and former ELL students who scored level 3 or level 4s in grades 3-5. The program will introduce students to dance literacy where they develop a working knowledge of dance language and aesthetics to promote their creativity and imagination. There will be approximately 25 students in the

### Part B: Direct Instruction Supplemental Program Information

class. The program will meet twice a week on Wednesdays and Thursdays, from 2:40pm to 4:30pm, beginning October 22, 2014 and end on May 21, 2015, for 45 sessions.

3) The After School Violin Club - One music teacher will have an after school violin club as enrichment for selected ELLs and former ELL students who scored level 3 or level 4s in grades 3-5. The program will introduce students to music literacy where they develop a working knowledge of music language and aesthetics to promote their creativity and imagination. There will be approximately 25 students in the class. The program will meet twice a week on Wednesdays and Thursdays, from 2:40pm to 4:30pm, beginning October 22, 2014 and end on May 21, 2015, for 45 sessions.

### 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: To support various school instructional programs, school administrators, Literacy consultants, Art consultants, literacy coaches, math coaches, Lead Teachers, and ESL experts/consultants provide professional development in Balanced Literacy workshop model, ESL strategies, Language Allocation Policy, NYSESLAT data-driven instruction, and NYSESLAT/ELA alignment and item analysis, and workshops outside of the school. These professional development sessions are provided to all teachers since there are ELLs in all programs in the school. Currently these professional development sessions are scheduled from September 2014 to June 2015 through the following activities:

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

### Part C: Professional Development

In addition to the above professional development activities, in per session activities, Bilingual and self-contained ESL classroom teachers will collaborate to develop differentiated lessons and activities to support and promote the learning progress of ELL students for their unit plans. These sessions will be before, after school or on Saturdays. The assistant principal, with a bilingual certification, and the literacy coaches or literacy consultants will provide PD to support teachers at these sessions. A total of 24 teachers, 4 teachers on each of grades K-5, 6 hours for each unit,(4) for a total of 384 hours, from November, 2014 to June, 2015.

There will be PD sessions on how to implement the LAP in the bilingual classrooms successfully, how to use the questions in the "Specific Considerations for Teachers of English Language Learners" from Advance to promote ELL student learning, how to teach vocabulary explicitly, how to use talk as the seed to writing, how to teach summary strategy to improve reading comprehension, how to implement the writing process to support language and content learning for ELLs, and the use of language frames in all lessons to promote and ensure language acquisition.

### 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: Parental Involvement – Family Fun Program:

Two Chinese bilingual guidance counselors and a Chinese bilingual social worker will work with parents alongside their children to bridge the generation gap, and help students bond with their parents in a fun way. Through games and play, children and their parents will be able to express their feelings under different situations without conflict. The program is designed to help students and parents to develop better relationships and listening skills to resolve conflicts. The Guidance counselors and the social worker will identify students and families who may benefit from the program and send letters/or call to invite them.

There will be 10 sessions, 1.5 hours each session with 2 school staff at each session, for the Family Fun program. Games and resources will be provided to the family to take home and continue the activities.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>105</b>
School Name <b>The Blythebourne</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	385		17	26		2				411
<b>Dual Language</b>										0
<b>ESL</b>	517	1	49	63		17				580

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>902</b>	<b>1</b>	<b>66</b>	<b>89</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>991</b>
Number of ELLs who have an alternate placement paraprofessional: <u>12</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	121	65	49	63	54	59								411
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>121</b>	<b>65</b>	<b>49</b>	<b>63</b>	<b>54</b>	<b>59</b>	<b>0</b>	<b>411</b>						

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	128	44	17	17	23	34								263
Intermediate(I)	58	52	63	30	33	24								260
Advanced (A)	25	140	85	89	63	66								468
Total	<b>211</b>	<b>236</b>	<b>165</b>	<b>136</b>	<b>119</b>	<b>124</b>	<b>0</b>	<b>991</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	5	4	13	40	36	17	37	154
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The school uses Fountas and Pinnell to assess the early literacy skills of all students, including English Language Learners. Based on teachers' assessment data, many ELL students cannot advance to the next level due to the lack of academic vocabulary, prior knowledge, and linguistic differences between Chinese and English. Two of the major miscues preventing Chinese students from

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

Please refer to the attachment, charts 1 and 2.

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

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

Please refer to the attachment, chart 3.

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

Please refer to the attachment, charts 4 and 5.

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

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

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

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

Please refer to the attachment, charts 6.

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

4. For each program, answer the following:

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

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

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

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

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

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

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

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

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

7. For dual language programs, answer the following:

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

N/A

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

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

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

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

#### Registration:

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

#### ELL Parent Orientation:

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

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

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

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

#### LAB-R Testing:

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

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

#### Identified ELLs:

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

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
To ensure the understanding of all available program choices on the selection form, in addition to the 1:1 parent orientation at registration, the school sends home a letter to invite parents of all new students to a parent orientation meeting during August,

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

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

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

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

Entitlement/Non-Entitlement Letters:

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

These letters are sent home with students to inform parents about their child's test results and the entitlement or non-entitlement to the mandated ESL service for the school year. A copy of these letters in different languages are located in room 213 and in the main office, "P.S.105 ELLs Handbook" binder. We color code and translate our entitlement letters into Chinese (White: Placement Letter, Green: Non-Entitlement Letter, Pink: Continued Entitlement Letter, and Yellow: Non-Entitlement/Transition Letter).

Parent Survey and Program Selection Forms:

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

Secure/Store:

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All three programs: Transitional Bilingual, Dual Language and Freestanding ESL are explained to parents in translation at the parent orientation or during registration as their choices. However, the Transitional Bilingual program is only for the Chinese speaking students as they account for over 90% of the student population. We will inform parents that the opening of bilingual programs in any languages, is contingent on the number of students as stipulated in the Aspira Consent Decree. When the number of

students do not warrant the opening of a bilingual program, students of all other languages are offered Free Standing ESL classes. Parents who are non-Chinese speaking are also informed that they are entitled to a TBE programs offered at other schools. A copy of this list is located in the main office, binder "P.S. 105 ELLs Handbook". Parents are also informed if they are interested in the Dual language program, they have the option to request and transfer to other schools. The trained pedagogue places the child in the appropriate program based on the Parents' first choice, filled out and signed by the parent.

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

Steps and Tracking for All sections of the NYSESLAT:

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

Professional Development:

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The school finds that new comers from China tend to select the TBE program. Parents with children who are born in the United States and parents who have children born in countries other than China (ex. Spanish Countries, Turkey, Middle East, etc.) tend to select the ESL program. Parents of children who speak some English tend to select the ESL program. The school's current available ELL programs reflect this trend.

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered by the following:

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

- a. The Freestanding ESL program (including push-in and self-contained) in grades K-5, and the Transitional Bilingual Education Program in grades K-5. All TBE programs are taught by licensed Bilingual teachers. All Self-Contained Freestanding ESL programs are taught by teachers who are dually certified in both ESL and the Common Branch license. In classes where the teacher is not ESL licensed, a licensed ESL teacher will push in or pull out to service ELL students.
  - b. All classes are heterogeneous grouped (mix of Advanced, Intermediate and Beginners) by grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL:

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

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

modalities in language acquisition. Any teacher who can speak the native language of the students in the Freestanding ESL classrooms are encouraged to use the native language to support student learning when necessary with translation or small group instruction. Native language resources such as picture dictionaries and native language literatures in Chinese/English, or Spanish/English are available in the classrooms to support student learning.

**TBE:**

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

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

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

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

Since teachers in the bilingual classes use the native language as the language of instruction in the content area, teachers use observations and one-to-one conferences to evaluate ELLs in their learning throughout the year. On-going progress monitoring checklists are created to track student progress.

To assess learning of the bilingual students, bilingual teachers use the Side-by-Side model where unit tests are translated in the native language to evaluate student learning in the content areas as well as major concepts and skills in literacy.

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

Teachers use the LAB-R/NYSESLAT modality results to plan targeted instruction with ongoing progress monitoring to evaluate, track and monitor students' progress in English acquisition in all four modalities. Teachers in grades 3-5 also utilize the results in the Periodic Assessment to inform and plan instruction according to their needs. In May, at the scoring of the writing component of the NYSESLAT, teachers scoring the writing are asked to note the trends of each grade. At grade meetings, teachers look at the gap analysis to target their future teaching on the writing component. The school provides professional development for all teachers to familiarize them on all the components and the demands for students on the NYSESLAT. During these professional development sessions, teachers learn how to incorporate strategies in their daily instruction to support ELL students succeed on the four modalities. Teachers learn to incorporate content objectives as well as language objectives in their daily lessons. Teachers plan for small group instruction with differentiation according to student needs and levels. These daily lessons and activities will help teachers evaluate students in the four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

**Instructional Plans for sub-groups:**

**a. SIFE ELLs:**

Once ELL students are identified as SIFE students, in addition to their daily learning with the classroom teacher in small group instruction, they will receive Tier III RTI in small groups. For additional support, they will be invited to attend extended day. They will be

offered the Title III funded ELL Success After School Program and the Saturday Academy in January. Our Pupil Personnel Team will discuss and plan any additional academic intervention for these students in consultation with their parents and the classroom teachers.

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

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

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

c. ELLs receiving services 4-6 years:

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

d. ELLs receiving services after 6 years:

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

e. Former ELLs:

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs with IEPs:

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

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

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

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

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

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

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

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

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

The school supports the learning of ELL-SWD with the many Freestanding ESL classes and bilingual classes on all grade levels K-5. All classes are taught in the workshop model with small group instruction differentiated for student needs. The leveled books in the

different genres and the bilingual resources in all classrooms support all learners. All teachers are provided with professional development to use ESL strategies to differentiate and support the learning of all ELL students, including ELL students with IEPs. Teachers plan and differentiate instruction using the contents on the unit plans of the curriculum map on their grade level to address the needs of their diverse learners.

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

### Courses Taught in Languages Other than English

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

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

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

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

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

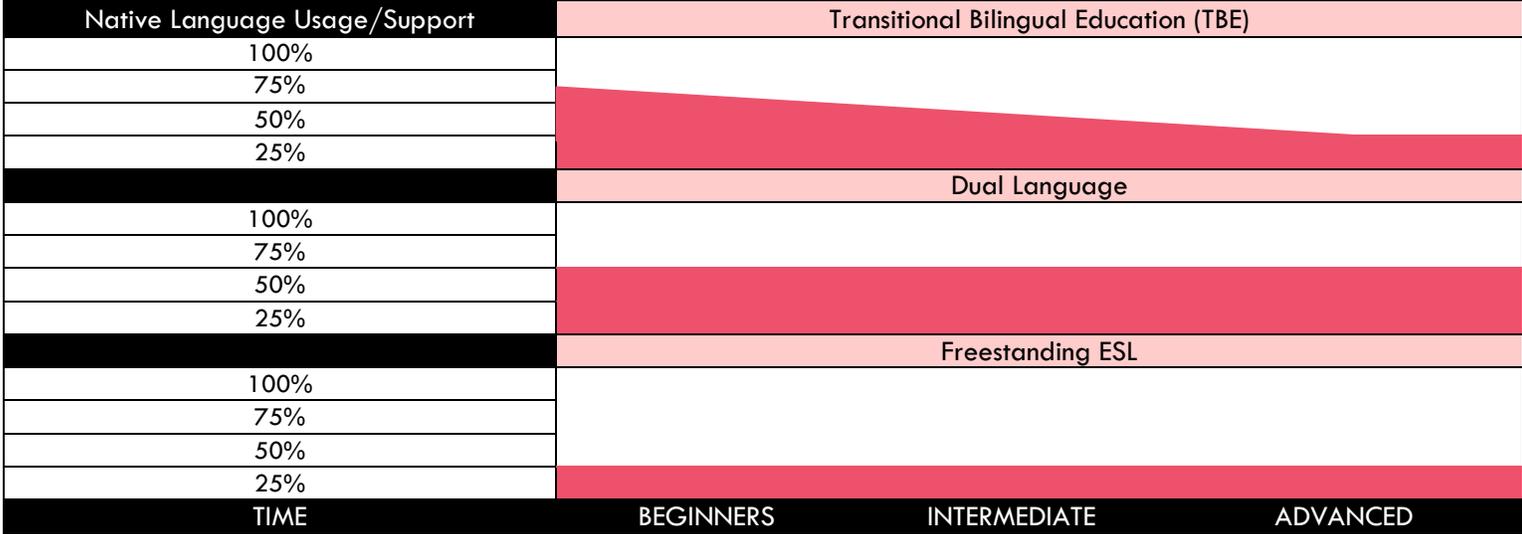
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for ELLs:
- ELA – All classes implement Balanced Literacy with the workshop model. In TBE and Self-Contained classes, teachers use last year's NYSESLAT proficiency levels and percentiles to group students for targeted instruction according to their strengths and weaknesses. Teachers in grades 3-5 also use the results of the ELL Periodic Assessment to inform their instruction. Reading is taught in the different genres and content areas using leveled books according to students' reading abilities. Content area learning is often integrated in the literacy components. Based on the trends from last year's NYSESLAT results, many upper grade students lack speaking and listening skills. Our students cannot achieve proficiency due to their lack of academic vocabulary, Tier II words, and grammar. Therefore, we have purchased resources and provided professional development to teachers in these areas. The after school programs and extended day programs are focusing on the development of academic vocabulary, Tier II words, and grammar in their instruction.
- Students receiving ESL services for 4-6 years or more may be supported with Chinese Bilingual at-risk or mandated resource room, RTI reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.
- Math – All classes use the TERC Investigation Math curriculum. Students in TBE classes are taught math concepts and skills in their native language. Students in Self-Contained classes are taught math concepts and skills with ESL strategies. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, AIS reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.
- Content Area – All classes use the Common Core Standards based curriculum map to teach Math, Social Studies and Science. Students in TBE classes are taught content concepts and skills in their native language. Students in Self-Contained classes are taught content concepts and skill with ESL strategies. However, teachers who speak the students' native language may support their learning using the native language in small group instruction. Potential Long term ELLs may be supported with Chinese Bilingual at-risk or mandated resource room, RTI reading, Extended Day, Title III funded After School ELL Success Program, and or the Saturday Academy with licensed Bilingual/ESL teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The data from last year's AMAO tool shows that we are meeting AMAO. This shows that our programs for ELLs are effective and meeting the needs of our ELLs. Of all of our ELL students who took the NYSESLAT last year, 18.4% achieved proficiency, vs 16.5% achieved proficiency citywide.
11. What new programs or improvements will be considered for the upcoming school year?
- The school provided professional development and purchased resources for teachers on the teaching of Grammar and vocabulary. We also purchased the Primary Comprehension Toolkits in grades K-6 by Heinemann's to support teachers in how to scaffold instruction for their ELL students, and in how to provide targeted differentiation in small group instruction. The literacy coaches will provide professional development for implementation in the classrooms.
- To support the oral language development of ELL students, the school has added two cluster positions in the ESL through the Arts Cluster program this school year. We have contracted with the NY Historical Society to provide support in the learning of Social Studies curriculum for the ESL and bilingual classes in grade four through their Arts of History Program.
- The program will help ELL students learn about history through primary sources.
12. What programs/services for ELLs will be discontinued and why?
- Since all of the programs and services are essential to the success of ELL students, all programs and services will continue, as long as funding permits.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school programs are offered to all students. For example, ELLs are offered to join the chorus, band, violin, and the Student Leadership Team. Supplemental services such as the RTI, Extended Day, ELL Success After School Program and the Saturday Academy are offered to students according to their scores, levels, or needs, including all ELLs. Due to the large numbers of ELLs, to ensure equity, students are invited to attend the different programs according to their needs/scores/levels: RTI, Extended Day, ELL Success After School, and/or Saturday Academy. To maintain and promote students cultural pride and awareness, every year, twelve of our GLOBE and Bilingual classes in grades K-5 participate in a Chinese Folk Dance program taught by an outside

consultant funded by Title III funds.

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

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

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

TBE:

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

ESL:

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

### Professional Development Plan:

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

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

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

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

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

These professional development sessions include:

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

NYSESLAT, ELL Periodic Assessment, etc

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

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

4. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is provided to staff in multiple ways: In addition to the on-going in-house training provided by Assistant Principals, Aussie consultants and Literacy coaches during weekly PAPs, classroom demonstrations, and PD dates; all teachers are encouraged to attend outside workshops on best instructional practices for ELL students. The school will fund these workshops with Title III funds.

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

## D. Parental Involvement

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

### Parental Involvement:

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

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

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

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

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

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

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

## E. Additional Information

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

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

## Attachment-Charts 1 to 6

### Data as of 10/11/13

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

**Chart 1:**

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

**Chart 2:**

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

**Chart 3:**

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

**Chart 4:**

Out of the Grade

Current ELLs-% out of the Grade								
Grades	Beginner		Intermediate		Advanced		Grand Total %	
	#	%	#	%	#	%	#	%
0K	128	60.7%	58	27.5%	25	11.8%	211	100%
01	44	18.6%	52	22%	140	59.3%	236	100%
02	17	10.3%	63	38.2%	85	51.5%	165	100%
03	17	12.5%	30	22.1%	89	65.4%	136	100%
04	23	19.3%	33	27.7%	63	52.9%	119	100%
05	34	27.4%	24	19.3%	66	53.2%	124	100%

<b>All ELLs</b>	<b>263</b>	<b>26.5%</b>	<b>260</b>	<b>26.2%</b>	<b>468</b>	<b>47.2%</b>	<b>991</b>	<b>100%</b>
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**Chart 5:**

Out of the Whole School ELLs

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

**Chart 6:**

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

## Part VI: LAP Assurances

School Name: <u>The Blythebourne</u>		School DBN: <u>20K105</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanna Castronovo	Principal		11/14/13
Alice Lee	Assistant Principal		11/14/13
Yi He (Melody) Zhao	Parent Coordinator		11/14/13
Kathleen Riordan	ESL Teacher		11/14/13
Mei Yue Dong	Parent		11/14/13
Cynthia Rotella/ESL	Teacher/Subject Area		11/14/13
Chun Yan (April) Yee/Bilingual	Teacher/Subject Area		11/14/13
Elizabeth Hass	Coach		11/14/13
Danielle Bress	Coach		11/14/13
Betty Wan	Guidance Counselor		11/14/13
	Network Leader		11/14/13
Donna Amato	Other <u>Assistant Principal</u>		11/14/13
Shirley Chen	Other <u>Assistant Principal</u>		11/14/13
Suk Chi (Gigi) Chung	Other <u>Speech Therapist</u>		11/14/13
Amy Chan	Other <u>Data Specialist</u>		11/14/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 20K105 School Name: The Blythebourne School

Cluster: 04 Network: 406

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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