

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

DBN: (i.e. 01M001):	32K106
School Name:	EDWARD EVERETT HALE
Principal:	ROBERT FLORES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 32K106
School Type: Public Grades Served: Pre K - 5
School Address: 1328 Putnam Avenue Brooklyn, NY 11221
Phone Number: 718-574-0261 Fax: 718-574-1054
School Contact Person: Robert Flores Email Address: rflores@schools.nyc.gov
Principal: Robert Flores
UFT Chapter Leader: Jacqueline Crespo
Parents' Association President: Jazmin Orengo
SLT Chairperson: Robert Flores
Student Representative(s): N/A

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue-Brooklyn, New York 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chirstopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

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:

1. 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*.
2. 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.**
3. 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)
Robert Flores	*Principal or Designee	
Jacqueline Crespo	*UFT Chapter Leader or Designee	
Jazmin Orengo	*PA/PTA President or Designated Co-President	
Susie Ortiz	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>	
Yaritza Cano	CBO Representative, if applicable	
Yvonne Ballester	Member/ Assistant Principal	
Aisha Cosby	Member/ Assistant Principal	
Nicole Lewis	Member/ Teacher	
Carmen Soto	Member/ Teacher	
Sulfania Pierre-Louis	Member/ Parent	
Keesha McDonald	Member/ Parent	
Ara Fulcher	Member/ Parent	
Jennifer Reyes	Member/ Parent	
	Member/	
	Member/	
	Member/	

**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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: 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

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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.

The Edward E. Hale School is an elementary school with 603 students from pre-kindergarten through grade 5. The school population comprises 15% Black, 81% Hispanic, 2% White, and 2% other students. The student body includes 25% English language learners and 8% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013 - 2014 was 92.2% Edward E. Hale Elementary is proficient as per the result of the last Quality Review.

Edward E. Hale Elementary has adopted the Go Math program, which is aligned to the Common Core Learning Standards (CCLS). Teachers and students are familiar with the English language arts program which provides continuity from the previous school year. Teams of teachers regularly work on curriculum maps, units of study and lesson plans across subjects to incorporate supports and resources that provide access to lessons for English language learners and students with disabilities. Teachers refer to various websites such as EdModo, Think Central and Engage NY to ensure alignment to the CCLS, instructional coherence across grades and integration of the instructional shifts. The use of additional resources and social learning media helps teacher teams identify supplementary curricular materials and plan academic tasks intended to promote rigor and critical thinking skills across subjects. Unit plans include specific CCLS, learning goals, essential questions and performance tasks that reflect leveled activities for beginner, intermediate and advanced groups of students. Additionally, during grade level meetings, teachers discuss ways to customize instruction and academic tasks in order to provide access to the curriculum and plan the pacing of lessons for English language learners and special education students. As a result, students participate in a coherent curriculum and CCLS aligned tasks that promote college and career readiness skills as noted in performance based writing products that include short constructed responses, as well as informational and argumentative writing, posted on bulletin boards and available in student work folders.

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

1. 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).
2. 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.

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are teachers participate in Science Technology Engineering and Math (STEM) professional development to hone our skills in the integration of science, engineering, mathematics and technology in the classroom. Teachers and students have access to Smart Boards in classrooms. An English as a second language teacher and a bilingual class on each grade support the needs of English language learners so that they improve their learning while also acquiring the target language which is English. Community-based organization Out of School Time (OST) partners with our school to provide daily academic support, academic intervention services, homework help and extracurricular activities, including computer technology, art and dance classes for students. The Robin Hood Foundation provides funding for a media specialist and a paraprofessional who facilitate the use of the school library through open access periods throughout the school day.

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.

Through the use of a coherent instructional program and rigorous instruction, , by June 2015, at least 80% of all ELL students in Grades 3-5 taking the NYSESLAT will move up one proficiency rating on at least one of the two combined sections. Multiple entry points supporting all groups of students will yield higher-order thinking skills across all content areas and grades.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Provide professional development to develop, maintain and monitor the alignment of research- based curricula to the CCLS, Instructional Shifts and City- wide Expectations. Instructional core resources to be used are Storytown and Go Math. Teachers will be developed on how to integrate the core curriculum with the following supplemental materials- Write Source, Strategies for Writers, NYS RALLY, EdModo ,	All students, including English language learners (ELL’s),	September 2014- June 2015	Instructional staff and supervising administration

Think Central and Engage NY to design instruction that is challenging, as well as, provide supports for students to attain achievement and success.	students with disabilities (SWD's)		
Professional development and teacher teams foster horizontal and vertical collaboration to develop, maintain and monitor research-based instructional best practices that meet the individual needs of all student sub-groups, as evidenced by data.	All students, including English language learners (ELL's), students with disabilities (SWD's)	September 2014- June 2015	Instructional staff and supervising administration
Parental engagement will be increased by developing a structured system of communication that is ongoing and keeps parents informed of: <ul style="list-style-type: none"> student progress (progress reports, parent information packets and parent/ teacher communication logs) school events (school calendar, news broadcast and parent handbook) Parent workshops will provide aid to parents in supporting their students with the rigorous expectations for their grade level. Communication of homework expectations will be provided via the schools website where homework assignments will be posted.	Parents and community stakeholders	September 2014- June 2015	Instructional staff and supervising administration
Professional Development Committee consisting of various instructional team members to represent administration, the upper and lower grades, the ESL teacher/ Coordinator and IEP teacher/ Special Education Liaison work to schedule and design PD to meet the instructional needs of teachers and students, as well.	School instructional staff	September 2014- June 2015	Instructional staff and supervising administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>The resources needed to implement this action are</p> <ul style="list-style-type: none"> Human Resources: administration, instructional staff, SAPIS, Instructional Resources: core and supplemental curricula, Unit Plans, curriculum maps, pacing schedules, action plans, differentiated checks for understanding, research- based learning strategy articles, progress reports, calendars, Schedule adjustments: professional development schedule and parent logs.

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.									
	Tax Levy	x	Title I Basic		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:

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

Progress monitoring will be ongoing.

Baseline Assessment for ELA and math are administered in the beginning of the year, Benchmark assessments for ELA and math are administered in the Fall and Spring.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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

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| 3. | 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). |
| 4. | 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. |

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Capacity Framework (Supportive Environment) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are students’ voices contribute to the school’s positive learning environment and inclusive culture. For example, a group of grade 5 students participate as Peer Leaders who communicate the “Word of the Week” and the “Thought of the Week” during morning announcements. The words and thoughts, which are tied to values such as courage and peace, are prominently displayed on a designated bulletin board in the main lobby of the school and in hallways to reinforce the school’s safe, nurturing setting. Additionally, a grade 5 teacher shares “Thoughtful Thursday” weekly messages over the public address system to acknowledge identified students for their positive actions, good deeds, and contributions toward school improvement. As a result, the school’s collaborative efforts promote a thriving and productive school culture for students and adults, as noted in a negligible number of reported incidents and suspensions.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, through the development of a supportive academic and social- emotional learning environment, 70% of our grades K-1 students including Students with Disabilities (SWD) and English Language Learners (ELL) will increase by a minimum of two reading levels as assessed by Fountas and Pinnell running records.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
In providing students with a safe and supported environment, K-1 teachers and cluster teachers will provide instruction reinforcing the application of the self-regulation resiliency, and self-confidence skills introduced by the Substance Abuse Prevention and Intervention Specialist (SAPIS).	K-1 students including Students with Disabilities, and English Language	September 2014 – June 2015	Substance Abuse Prevention and Intervention Specialist (SAPIS), K-1 classroom teachers, cluster teachers

	Learners		
K-1 classroom teachers, cluster teachers and support staff will provide the necessary scaffolds and multiple entry points responding to the needs of all students throughout their instruction to support students in the development of the five reading pillars: phonemic awareness, phonics, fluency, vocabulary and comprehension.	K-1 students including Students with Disabilities, and English Language Learners	September 2014 – June 2015	K-1 classroom teachers, ESL teacher, cluster teachers, and support staff
K-1 teachers will work in their Professional Learning communities researching best practices to support students in their targeted areas of need to develop phonemic awareness, phonics, fluency, vocabulary and comprehension.	K-1 teachers	September 2014 – June 2015	School Administrators, K-1 teachers
Professional development will be provided for K-2 teachers in using running records to drive instruction. Teachers will be able to analyze running records to determine areas of need, which will guide their inquiry process.	K-1 teachers	September 2014 – June 2015	School Administrators, lead teachers

Part 4 – Resources Needed

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

Fountas and Pinnell Running Record Kit, MOSL data, Teacher-developed reading instructional plans, Curriculum Maps, Grade-developed action plans and schedule adjustments for teacher planning and professional work time.

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.

	Tax Levy	x	Title I Basic		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:

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

Progress monitoring will be ongoing.

Teachers will administer the running records assessment three times a year: October, January & May.

Teachers will also monitor progress during the administration of Storytown unit assessments.

The mid-point benchmark to determine student progress will be administered January 2015.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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

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| 13. | 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). |
| 14. | 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. |

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are teacher teams meet for inquiry to analyze data and plan academic tasks for students in the school’s bottom third. Teachers also meet during common periods to focus on grade level planning across subjects. Additional team structures provide opportunities for bilingual classroom teachers and special education teachers to meet for professional development, instructional planning and data analysis of students in their respective programs. For example, the analysis of the grade 2 math pre- assessment reflected that fewer than 30% of the students mastered counting money and using different combinations of coins to represent given monetary values. The grade 2 math Lead Teacher guided the team in identifying specific instructional strategies, hands-on materials and interactive challenging activities to support intensive teaching of the skills that students did not master. As a result, a math post assessment indicated that 80% of the students mastered the grade level targeted skills.

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.

By June 2015, through ongoing collaboration, professional development and professional learning communities 80 % of teachers will apply the knowledge of how to increase student-to-student discussion of questions that both check and deepen student understanding in both ELA and Mathematics assessed by the Framework for Teaching (Ftf).

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers are committed to the success and improvement of their school community and use research-based instructional programs and strategies such as close reading for text analysis and questioning and discussion and Frayer Model for academic vocabulary development .	All Pedagogues	September, 2014 to June, 2015	School Administration Professional Development Committee and Teachers

Teachers participate in professional development within a culture of respect and continuous improvement and have the opportunity to participate in professional development which focuses on constructed response analysis, extended response writing, fostering academic and personal behaviors, differentiating instruction through the use of technology i.e. Go Math -Think Central and using protocols to increase student engagement.	All Pedagogues	September, 2014 to June, 2015	Administration and Professional Development Committee
To increase parent involvement/engagement and address the element of trust parents will be provided strategies on how to assist teachers in providing multiple opportunities to reinforce instructional skills and strategies being taught in the classroom. This will be done in the form of ongoing parent workshops.	Parents	September, 2014- June, 2015	Administration and Professional Development Committee
Administration provides clear teacher expectations, specific and timely feedback and teacher supports to address areas of improvement.	All Pedagogues	September, 2014- June, 2015	School Administration

Part 4 – Resources Needed

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

Resources needed to implement this action plan are:

- Human Resources: Administration, instructional staff and parents
- Instructional Resources: core and supplemental instructional resources, research- based best teaching practices to develop questioning and discussion, Framework for Teaching,

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.

	Tax Levy	x	Title I Basic		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:

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

Progress monitoring will be ongoing.

Mid- way into the year administration will evaluate the progress of teacher collaboration structures through administrative observations and teacher surveys.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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

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| 23. | 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). |
| 24. | 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. |

After conducting a comprehensive needs assessment of our schools academic program in response to this element of the Capacity Framework (Effective School Leadership) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our schools strength are, supervisors use the Framework for Teaching (FfT) to establish clear expectations for classroom practices and support teacher development. School administrators provide effective feedback that highlights strengths, identifies challenges and provides next steps to promote professional growth and improve classroom practice based on the FfT. School administrators schedule and monitor grade level teacher teams as well as small group and individual planning sessions to help meet the specific needs of new and veteran teachers. In addition, school administrators schedule early grade inter-visitation with upper grade classrooms to observe the use of discussion prompts to promote student-to-student discussions. School Administrators continue to stay abreast of any updates or changes in the advance system and are still in need of professional development on how to maximize the Advance data reports.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, school leaders will develop, deliver and monitor on-going professional development through horizontal and vertical teacher teams and professional learning communities (PLC) on how to increase student-to-student discussion of questions that both check and deepen student understanding in both ELA and Mathematics as assessed by the Framework for Teaching (Ftf).

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Provide guidance on research-based strategies to sustain coherent instructional programs needed to impact change.	All Pedagogues	September 2014- June2015	School Administration, Grade Leaders and

			Professional Learning Communities (PLC)
Provide professional development on topics that included questioning and discussion techniques to enhance student thinking, using discussion prompts to promote student-to-student discussions and strengthening assessment practices by using classroom data to plan instruction.	All Pedagogues	September 2014- June 2015	School Administration & Professional Development/MOSL Team Committee
Support new/first-year growth and development through New Teacher Mentoring Program.	New/First-Year Teachers	Dates vary based on City-wide Mentoring Tracking System	School Administration & School-based Mentoring Committee
Transparent communication between school community/School Leadership Team (SLT) on how school administration is continually nurturing the professional growth of teachers and staff.	School Administration, Staff and Parents	Dates are outlined on School Leadership Team (SLT) Meeting Calendar	School Administration & School-leadership Team (SLT)

Part 4 – Resources Needed

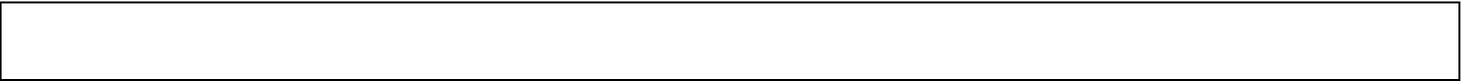
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Framework for Teaching (FFT), Mentoring Guide for Principals, Intranet Advance/MOSL resources, A Handbook for Professional Learning, EngageNY Resources & Protocols and Network 412 Instructional Support Specialist

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.									
	Tax Levy	x	Title I Basic		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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Progress monitoring will be ongoing. Monitoring will take place in Cycles: (Cycle 1 –September – November) & (Cycle 2 –December – February) & (Cycle 3- March- June) Mid- way into the year administration will evaluate the effectiveness of on-going professional development through the use of Advance data reports.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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 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

- | | |
|-----|---|
| 33. | 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). |
| 34. | 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. |

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are the guidance counselor and the Substance Abuse Prevention and Intervention Specialist (SAPIS) implement lessons, conduct assembly programs and facilitate workshops that focus on coping skills, self- regulation, resiliency and self-confidence. Life Skills sessions provide target groups of students with opportunities to develop effective academic and social-emotional skills. Additionally, the attendance committee closely monitors data for students with negative attendance patterns. For example, the committee identifies barriers such as serious health problems, travel hardship for students in temporary housing and other main causes that lead to chronic absenteeism. Members of the committee follow up through phone calls, letters to parents of identified students, agency referrals and meetings with families to stress the importance of students attending school every day. As a result, attendance data reflects that 67% of the students identified as chronically absent improved their attendance, and that 40% of these students are currently at or above 90% average attendance rate.

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.

In establishing a culture of trust and strengthening parent involvement, the school community (staff, students, and parents) will implement attendance improvement strategies to obtain a 3% increase in the overall student attendance rate by June 2015.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Professional development in data analysis will be provided to the attendance improvement team, which will include teachers, parent coordinator, and parent association board members enabling them to determine which students will be targeted to increase their	Students with chronic absences	September 2014 –June 2015	Attendance teacher, attendance improvement team

attendance rate.	and lateness		members, parent association board members
Attendance Improvement Team will research strategies for implementation to assist school community in increasing student attendance rate. Strategies to meet the needs of targeted students will be selected, with teacher, parent, and student input. It will then be introduced to the school community for implementation. Ongoing monitoring of student attendance will occur throughout the school year.	Students with chronic absences and lateness	September 2014 –June 2015	Classroom teacher, parent coordinator, guidance counselor, Substance Abuse Prevention
Professional development will be provided for the entire school community explaining the attendance improvement plan, strategies to be implemented and the frequency in which it will be monitored to determine student progress in the increase of attendance.	Students with chronic absences and lateness	September 2014 –June 2015	Attendance teacher, parent coordinator, classroom teachers, all
Ongoing Parent workshops will introduce the attendance implementation plan to parents on how to increase and sustain improvement in student attendance. Other workshops throughout the year will be related to how attendance can be sustained throughout the school year.	Parent community	September 2014 –June 2015	Attendance teacher, parent coordinator, guidance counselor, Substance Abuse Prevention and Intervention Specialist (SAPIS) and attendance improvement team

Part 4 – Resources Needed

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

Attendance data, Research strategies, List of topics impacting student attendance to be addressed in parent workshops, Attendance Improvement Team collaboration and presentation time,

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.

	Tax Levy	x	Title I Basic		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.

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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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Progress monitoring will be ongoing.

Monitoring of student attendance targeting students with chronic absences and lateness will be ongoing and analyzed in October, December, March, June of the 2014-2105 school-year.

Part 6b. Complete in February 2015.

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

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The criteria for determining AIS services are 2014 NY State ELA Assessment, School-net ELA Baseline/ Benchmark Item-analysis, and MOSL summative assessments and current teacher-developed formative unit assessments.	Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day and close reading strategies based heavily on tested performance indicators within the ELA Common Core Learning Standards.	Method for delivery of AIS services are small group instruction, one-to-one conferring and after-school tutorial sessions.	The services are provided during the school day at least three times a week, COMPASS during our afterschool programs, Saturday Academies and Out-of-School Time (OST) Programs and Robin Hood Foundation Library during open access periods throughout the school day.
Mathematics	The criteria for determining AIS services are 2014 NY State Math Assessment, School-net Math Baseline/ Benchmark Item-analysis, and MOSL summative assessments and current teacher-developed formative unit assessments.	Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day, and multi-step problem-solving strategies based heavily on tested performance indicators within the Math Common Core Learning Standards.	Method for delivery of AIS services are small group instruction, one-to-one conferring and after-school tutorial sessions.	The services are provided during the school day at least three times a week, COMPASS during our afterschool programs, Saturday Academies and Out-of-School Time (OST) Programs.
Science	This year we are targeting Literacy through content area of Science. All students are reading and writing nonfiction text. In addition, we are reinforcing and/or introducing reading skills in this content area through	Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day and reinforcing academic vocabulary development in context.	Method for delivery of AIS services are small group instruction, one-to-one conferring and after-school tutorial sessions.	The services are provided during the school day at least two times a week, during our COMPASS afterschool programs, Saturday Academies and Out-of-School Time (OST) Programs and Robin Hood Foundation Library

	experiments.			during open access periods throughout the school day.
Social Studies	This year we are targeting Literacy skills through the content area of Social Studies.. All students are reading and writing non-fiction text. In addition, we are reinforcing and/or introducing reading skills in this content area through project based learning.	Type of program or strategies to be implemented are small group instruction of 6 to 8 students during school day and reinforcing academic vocabulary development in context.	Method for delivery of AIS services are small group instruction, one-to-one conferring and after-school tutorial sessions.	The services are provided during the school day at least two times a week, during our COMPASS afterschool programs, Saturday Academies and Out-of-School Time (OST) Programs and Robin Hood Foundation Library during open access periods throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through service provider screenings and assessment students are identified as needing at-risk services provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Guidance Counselor</i> provides in-house counseling in intervention, separation anxiety, and adjustment to school, behavior intervention, infractions, parental contact, attendance issues, and group/individual counseling sessions for character education. <i>SAPIS Worker</i> provides counseling for students whose behavior interferes with academics. The <i>SAPIS workers</i> also conduct drug and alcohol prevention counseling for at-ricks students. <i>School nurse</i> and <i>health aide</i> identifies monitors and makes recommendations for students with health-related risks.	Method for delivery of AIS services are small group instruction, one-to-one conferring and after-school tutorial sessions.	The services are provided during the school day at least two times a week, during our COMPASS afterschool programs, Saturday Academies and Out-of-School Time (OST) Programs.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>Administrative staff regularly attends hiring fair to identify and recruit highly-qualify teachers</p> <ul style="list-style-type: none"> The payroll secretary will work closely with Network 412 human resource personnel to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines. Mentors for the school-based mentoring committee are assigned to support new teachers. Provide weekly professional learning opportunities during Monday's 80 minute PD time and Tuesday's 35 minute professional work time. Teacher will receive feedback that is from frequent cycles of low-inferences observations as per the Framework for Teaching (Ftf) to tailor their individual professional needs Demonstrations lesson, inter-Class visitations will provided by school administration, colleague and Network 412 instructional support specialists.

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).
<ul style="list-style-type: none"> Teachers will participate in professional learning communities. Paraprofessionals meet with classroom teachers and attend professional development sessions with their assigned teachers. Network 412 instructional support staff will provide professional development specific to content, student population and grades Monthly administrative meeting are provided by the Superintendent and Network Leader. UFT and CSA provide professional support in instructional initiatives.

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.).

Our Pre K students are currently using Story Town reading and writing program. Story Town is a thematic, balance literacy, common core standard aligned program. Early learners are engaged in thematic lessons and performance assessments. The students use Everyday mathematics and Everyday Counts. We use Work-sampling assessments, which are authentic and align to our thematic-based performance tasks. Students engage in rich academic and social language. In the Spring, our school will host a parent workshop to inform parents of what to expect in kindergarten. Parents will have an opportunity to register students on site. Teachers will also take students to meet the kindergarten teachers in the Spring to account for easier transition into kindergarten. Pre K and Kindergarten teachers will collaborate and provide workshops for parents on the curriculum and students expectations.

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.

Teacher teams vote a constituent to represent the grade/population. As a team, teachers' makes decisions about assessment used for the school community.

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 codes¹. 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 consolidated². **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$221,935.00	X	Pgs 8-20
Title III, Part A	Federal	\$18,392.00	X	Pgs 8-20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,759,011.00	X	Pgs 21-22

¹Explanation/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.

²The **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.

Parent Involvement Policy (PIP)

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. **Edward Everett Hale/PS 106**, 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. **Edward Everett Hale/PS 106** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

Edward Everett Hale/PS 106, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information

Name of School: P.S. 106 Edward Everett Hale	DBN: 32K106
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	
Total # of ELLs to be served: _____	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3
<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale:

P.S. 106 is an elementary school located in a socio-economic community in the Bushwick section of Brooklyn. There are 551 students of which 145 or almost 26% are English Language Learners. (These statistics are as of the most recent submission of the LAP). Most of our English Language Learners are also immigrants--the majority coming from Spanish speaking countries and a few coming from Haiti and Arabic speaking countries. We house two types of services for our English Language Learners-- Transitional Bilingual Classes ,one per grade level (k,1,and 2) , a bridge3/4 and 4/5 and one bilingual special education class (12:1:1) for grade 5. We also offer Free Standing ESL in accordance with CR Part 154 and Title III. There is one ESL teacher who services entitled students whose parents choose ESL as the instructional program for their children, students with special needs whose IEPs indicate the need for ESL service and ELLs whose L1 is other than Spanish and whose parents refused the transfer option or where there is no transfer option available. The ESL teacher uses a Pull-out/Push-in model. All bilingual and ESL teachers are fully certified. An analysis of our data shows the needs to focus on reading and writing domains for ELLs. We plan to use Title III funds to strengthen our education for ELLs in bilingual classes by providing strong rigorous instruction in reading and writing in L2 in alignment with the Common Core Standards including building strong content knowledge, building independence so that our students can comprehend and evaluate complex texts across the range, articulating ideas, and acquiring wide vocabulary in L2. We will also use TitleIII funds to provide practice material in ELA, NYSESLAT and Math (in L1).

*Subgroups and grade levels of students to be served:

Our After School classes will serve TBE ELLs in grades 3-5.

It will also serve TBE and ESL ELLS in grades 1-2.

*Schedule and Duration:

The After School program will commence on January 14, 2015 and provide instruction and practice in ELA, Math and NYSESLAT. It will run through May 07, 2015 for a total of 26 sessions, 2 days per week, 2 hours per day.

Part B: Direct Instruction Supplemental Program Information

One science teacher will continued for 6 more sessions until May 28, 2015 to practice for the science test

*Language of Instruction:

Instruction in the AfterSchool program for grades 1-2 will be conducted in English for ESL.

Instruction in the After School program for grades 3-5 will be conducted in English for ELA, ESL and NYSESLAT practice. The language of instruction for math will be conducted in spanish .

*# and types of certified teachers:

There will be 4 certified bilingual teachers and 1 certified ESL teacher.

*Types of Materials:

For our After School program we will use Critical Reading by People's Education for practice for the ELA, Getting Ready For The NYSESLAT by Attanassios for practice for the NYSESLAT, Moving with Math (in Spanish) for practice for the Math test and supplementary material supplied by Harcourt for practice for the Science test. (In Kind contribution).

Part C: Professional Development

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

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

Begin description here:

* Rationale:

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

Part C: Professional Development

*Teachers to receive training:

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

*Schedule and Duration:

The Title III Professional Development will commence on Monday, December 01, 2014 and run for 8 sessions, 1 hour per session. We are currently planning to run this professional development every Monday at 2:30pm during professional development time.

*Topics to be included:

-- The principles that guide the Blueprint for ELLS

--Features of successful programs for ELLS (Clear vision with high expectation for ELLs, Knowing the students individual needs, using assessment to drive instruction, collaboration among teachers, curriculum and instruction are aligned to the standards, etc)

--Disciplinary Literacy for ELLS

--Oral Language unpacked

--Establishing a Culture of Learning (Differentiated Instruction, Disaggregation of Data--correlation of NYSESLAT and ELA, Impact of CCSS on the ELL.

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

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

*Name of Provider:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

* Rationale:

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

*Schedule and Duration:

We have an on-going parent involvement program that includes meetings, workshops and activities. These meetings take place during the school day as well as in the evening so that all parents are included and can attend. These activities last between one to two hours.

*Topics to be covered:

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

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

-- the promotional criteria (standards) impacting on the ELL population.

--the NYSESLAT Parents' Progress Report

--Math and Literacy Night

--Talent shows, holiday celebrations and movie night

*Name of Provider:

Robert Flores, Principal; Yvonne Ballester, Assistant Principal; Aisha Cosby, Assistant Principal; Jacqueline Crespo, ESL teacher, Wanda Gonzalez, Data specialist; Michelle Sanchez, IEP Teacher; Susie Ortiz, Parent Coordinator; Benjamin Torres, SAPIS worker; Parent Association; Leadership team

Part D: Parental Engagement Activities

*How Parents will be notified of these activities:

- Parents will be notified via letter sent home in their home language
- Monthly school calendar which is translated in their home language
- Bulletin boards at the entrance of the building
- Phone calls prior to meetings and activities
- Flyers advertising the event written in the language of the parent

Part E: Budget

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

Allocation Amount: \$18,392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software	_____	_____

Part E: Budget

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

Allocation Amount: \$18,392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	567	Total number of ELLs	156	ELLs as share of total student population (%)	27.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	2	2								8
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
SELECT ONE														0
Total	2	2	2	2	3	3	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	126	ELL Students with Disabilities	29
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	
TBE	98	9	9	14	0	11	0	0	0	112
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	28	1	2	16	0	7	0	0	0	44

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		
Total	126	10	11	30	0	18	0	0	0	156
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
Spanish	18	15	18	14	21	26								112
SELECT ONE														0
SELECT ONE														0
TOTAL	18	15	18	14	21	26	0	112						

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	5	4	12	6								38
Chinese														0
Russian														0
Bengali														0
Urdu	1	1												2
Arabic				1		1								2
Haitian		1			1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	5	5	13	7	0	44						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	3	6	10	11	13								53
Intermediate(I)	2	12	7	3	11	10								45
Advanced (A)	11	9	10	5	13	10								58
Total	23	24	23	18	35	33	0	156						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2	0	0	0	0
4	19	12	0	0	
5	24	1	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

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

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

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.

To assess early literacy skills of our ELLs we use storytown baseline and benchmark assessment. We also use Spotlight on English which assess the students skills in all four modalities-reading/writing and listening/speaking. These tools test a variety of skills—both

decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. By looking at the data provided by these tools the school plans its instructional focus. These tools give an accurate insight into a child's decoding and thinking/comprehension processes since it is administered on a one-to-one basis. The child is more at ease and has a lower affective filter. A standardized exam often tests students at their frustration level. We then look at the data and tweak our instructional program based on the results of these assessments. In addition, we have a computer based program "Headsprout" which helps struggling readers overcome the decoding. It is open to our ELLs and they have benefitted from these interventions. We use this data to analyze weaknesses in the skill areas tested. We then use this data to define our learning targets and short term goals. We use Running Records (English and Spanish), ELA scores, number of years in an ELSS, and the ELE to also define our learning targets and short term goals.

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

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

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

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

It is clear that in order for ELLs in all of the programs to succeed in L2, we will have to continue to broaden and challenge our students using rigorous academic standards geared to the four modalities. Difficulties in L2, even for the Advanced students lie in the deep structure when ELLs have to manipulate not only explicit tangible language, but also implicit deductive and inductive language and higher critical thinking strategies that include analysis, synthesis, and evaluation. Since writing is the highest level in both L1 and L2, it is not surprising that our ELLs perform at a level below grade and age. In order to address the needs of our ELLs in reading and writing in English, we will continue to use scaffolding techniques to promote language structure and meaning including strategies such as stretching out the word, using parts of the words to read the whole word, understanding and using idiomatic expressions and figurative language, reading aloud and/or silently to see if it sounds right, phonetic and phonemic awareness (phonemes, allophones), morphemes to add meaning (prefixes, suffixes, word endings, compound words) and syntax. We will also continue to use a variety of graphic organizers and the use of context clues to enhance vocabulary and word usage that will challenge our ELLs in higher level comprehension and writing, note taking, the use of semantic webs, and word banks about specific topics to increase technical and specialized vocabulary. Our ELLs often have less difficulty with narrative reading and writing since these are sequential pieces and the use of signal words help to construct meaning. Content area reading and writing, however use different linguistic structures and patterns and meaning is often embedded within the context. To address these needs we will extend the context, which means to widen the range and knowledge of the three cueing systems (semantic, syntactic, and graphophonic) and use these systems within a content/context base. We will continue to assure that the content has been introduced in L1 for bilingual TBE and Bilingual Special Education classes to assure activation of prior knowledge and background. For students in the freestanding ESL program, content will be introduced using scaffolds going from concrete to abstract to address meaning. We can further broaden meaning in L2 using posters, pictures, maps, globes, graphic organizers and cognates. Using Balanced Literacy as the stepping stone we will continue to use newspapers, magazines and non fiction literature to promote the needs of deep structure and formalized language presented in L2. Since the problems often occur in expository reading and writing pieces (including persuasive and non-fiction) and this type of reading and writing occurs more on standardized exams, we will assure that our ELLs are exposed more to this type of genre.

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

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

4. For each program, answer the following:

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

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

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

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

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

Interim assessments are used to drive the instruction in the classroom to help our ELLs forge ahead. As teachers we look at the assessment data to note students' strengths and weaknesses and then design lessons and activities to address those needs. The Interim assessments are analyzed per item tested and teachers plan lessons around these results. Interim assessments are also used as a practice for standardized exams including the NYSESLAT so that students can get a feeling of the exam and the expectation. The school leadership team uses the assessments as a way to graph progress much as the other assessments do. The school leadership team and teachers use the data to identify our school-wide focus, determine our learning targets and long term goals. Finally, we use the results of the interim assessments to monitor and define progress.

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

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

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

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

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

Our school uses data such as NYSESLAT, ELA, Math and periodic assessment to determine which Tier of Instructional support to provide our ELLs. Those students who fall in Tier II and Tier III are enrolled in the extended day. Our ELLs are given priority when participating in extended day.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Materials are bought to meet the child's second language development and assessments are analyzed to drive instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. Initial Identification takes place during the registration process. The ESL teacher, Ms. Jacqueline Crespo is present to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the LAB-R (if necessary) and any other formal initial assessments. She also examines any information brought in by the parent (report cards, progress reports, and any other information that will aid in the initial identification as well as proper placement of the child. Eligible students are tested on the LAB-R and Spanish LAB (if necessary) no more than ten days after initial enrollment as per compliance regulations. Ms. Crespo has an ESL license in addition to a Bilingual Common Branch Spanish license, and is currently teaching ESL to ELLs in monolingual classes. She had taught second grade bilingual previously for more than ten years. We also have the services of our previous ESL teacher, Ms. Diana Glass who has an ESL license as well as a Bilingual Common Branch Spanish license. She taught ESL for 35 years. When available, she is also called upon to conduct the initial screening. ELLs are evaluated annually using the NYSESLAT. Prior to the testing the ESL teacher checks the document produced by ATS-- "Students eligible for the NYSESLAT" to assure that all entitled students have been identified and have received the LAB-R. She checks this document against pre-slugged answer sheets and makes up answer sheets for those students who do not have them. In addition, she pulls those answer sheets of students who have either been discharged or who are not ELLs as per the LAB-R. A parent meeting is held at the beginning of the school year to explain different assessments provided to all students including the ELLs. Additionally, a meeting is held prior to the administration of the NYSESLAT to discuss the different aspects of the test and how parents can help prepare their children for it. The parents also receive written material in their native language that gives pertinent information on the NYSESLAT. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT. Finally, sometimes we receive ELLs from other schools. Parents of these ELLs request bilingual classes which our school has. In these cases our principal articulates with the school wishing to send the ELLs. He verifies information and whether there is room in our bilingual class. The ESL teacher and/or Ms. Glass articulates with the ESL teacher from the school, requests a copy of the HLIS, verifies if the child received the LAB-R, requests a copy of the Parent Survey if available and any other pertinent information available. If the parent survey is unavailable or has not yet been completed, the parent is called in and the form is filled out after a parent orientation. The child is then placed accordingly.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

To ensure parental understanding of the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), we provide at least two parental orientations where program information is available in several forms—brochures and reading material written in the language of the parent; a video presentation made by the Department of Education in which each program is described in detail; and an oral presentation made by the Parent Coordinator and the English as a Second Language Teacher. In addition, we invite the parents to visit the classrooms and/or sites where each program is available. The Parent Coordinator also meets with parents on an individual basis for over the counter registrants and explains each program model in depth. When parents are not available to attend parent orientation sessions, she invites them to come to the school at various times of the school day (8:30 a.m. – 3:00 p.m.) and provides the orientation then. During the Fall sessions of "Meet your child's teacher," the Parent Coordinator, the ESL teacher and program teachers provide an explanation of different programs available at our school including Bilingual/ESL programs. Furthermore, there is a parent meeting held in September in which all OTPS explain the different programs (Title I Reading LAB, Title I Math LAB, AIS) at the school. The ESL teacher explains the Bilingual/ESL program models available. There is another parent meeting held before standardized testing in which parents of ELL students are given information on Bilingual/ESL programs. The ESL teacher also helps out during pre-registration and explains the different program models and provides initial screening for new entrants. In addition, she gives an orientation for these parents in June as a jump start for incoming kindergarten students in September. Furthermore, parents are notified via letter and follow-up telephone calls about all orientations, meetings and workshops that impact on ELL programs and models. Finally, bilingual teachers provide orientations to parents of ELLs (in their classrooms) who have not attended any other parent orientation session or have been registered after the parent orientations were conducted. They provide these orientations during Parent-Teacher Conferences during the afternoon and evening sessions.

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

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

- A letter is sent out informing parents of the date, time, and place of the parent orientation for the explanation, video, and completion of the Parent Survey and Program Selection Form. The letter delineates regulations set forth by CR Part 154 regarding the default program for ELLs for parents who do not fill out the above stated form.

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Parent Surveys and Parent Selection forms indicate a request for a transitional bilingual program for ELL students who are Spanish

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

or contiguous grade levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

There are several tools used to evaluate ELLs in their native language (at P.S. 106 ELLs who are Spanish speaking and receiving bilingual instruction are evaluated in Spanish). The initial identification is done using the HLIS. The answers are verified and analyzed by the ESL teacher. Once a potential ELL is identified and screened as eligible for testing, the ELL student (Spanish speaking) is given the Spanish LAB as a form of language dominance. Once placed in the bilingual classes, the ELLs are given informal tests in the content areas, the Running Records for upper grade students (3-5), El Sol for grades k-2. Storytown baseline assessment in Spanish and common core performance task are also used across the grades to evaluate native language throughout the year. The inquiry teams targeted students are given informal assessment in Native Language according to targeted skills. At the end of the school year students in bilingual classes in grades 3-5 receive the ELE. Data is analyzed and instruction driven according to students' weaknesses.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

- a. Describe your instructional plan for SIFE.

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

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

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

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

ELA are also incorporated throughout the day. This population of ELLs are also provided with and encouraged to participate in the after school/Saturday Academy classes.

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

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

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

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

e. Describe your plan for former ELLs (in year 1 and 2 after testing proficient).

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

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

* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative language editions of the exam, oral translations, third reading of listening selections, and written response in the native language.

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

At P.S. 106K we house two bilingual special education self contained classes (grades 3/4 and 4/5). These classes follow the 12:1:1 model. The classroom teachers are certified in both bilingual and special education. They follow the New York City (Children First), NYSED Regulations (Part 154) and Federal Guidelines (Title III) to provide instruction to this population of ELL-SWD. Instruction is always driven by the IEP. The students in these classes have access to the same instructional materials as their peers in the bilingual general education classes. Materials are on grade level and include Villacuentos for Native Language Arts, Everyday Math with the accompanying supplementary materials and manipulatives (Spanish), the Harcourt Science series (Spanish), the Harcourt Social Studies series (English), and Spotlight for ESL. Our ELL-SWD in these bilingual classes learn content area in L1 and can more easily transfer to L2 once the concepts are mastered. These teachers use a cadre of language development strategies to master the academic language in L1 viz a viz--picture cards, visuals, graphic organizers, performance tasks, cognates, and others. Once the vocabulary and concept is mastered in L1, our ELL-SWD are more successful in mastering the language label in L2. Since our school chose Social Studies as the target content to be taught in English, and there is a correlation between Science and Social Studies, our ELL-SWD accelerate their language development since the concept has already been introduced in L1 and through the use of maps, manipulatives, hands-on materials, the use of the smart board, technology, pictures, visuals, and other language strategies to foster that specialized vocabulary they master the concepts in L2 at an accelerated rate. Teachers also use

the linguistic levels in Spotlight to foster the linguistic skills needed by the students. The cluster teachers provide their content in English using visuals, pictures and realia to help the students match the concept with the picture. For special needs' students who receive ESL only the ESL teacher pushes into the classroom and works with the special education teacher in a cooperative setting. Both teachers plan together based on the IEP, NYSESLAT scores and needs shown by the students. One of our monolingual special education teachers has obtained a bilingual extension license. She can provide L1 support when necessary to help her students move on to the next linguistic level. The reading series "Storytowne" provides a lot of non-fiction reading and writing which helps our ELL-SWD population master content area and/or expository vocabulary and writing. Our ELL-SWD English only students have the same access to the materials that their peers in the general education classes use. These students are encouraged to attend all after school and Saturday programs.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs as follows: All ELL-SWDs parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. While the school focus may be on a specific unit of study (e.g. Writing Realistic Fiction), our ELL students have flexibility to use peer tutoring, shared writing, modeling and other forms to produce the desired writing piece. Our ELL-SWDs also use graphic organizers, technology, the use of the smart board and other forms of manipulatives (computer) to foster the writing piece. In addition, the assessments are often modified so that the ELL-SWDs have more time; hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. They can complete the task since their time can be extended. Our ELL-SWDs participate in different schoolwide activities with non-disabled peers (trips, holiday celebrations, inter-class visitations, assembly performances and shows, Heritage month celebrations, Ballroom dancing, school spirit days--Halloween Parade, Pajama Day, Flag Day). Flexible scheduling also takes place via mainstreaming of ELLs-SWDs with non-disabled peers as per IEP stipulation.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

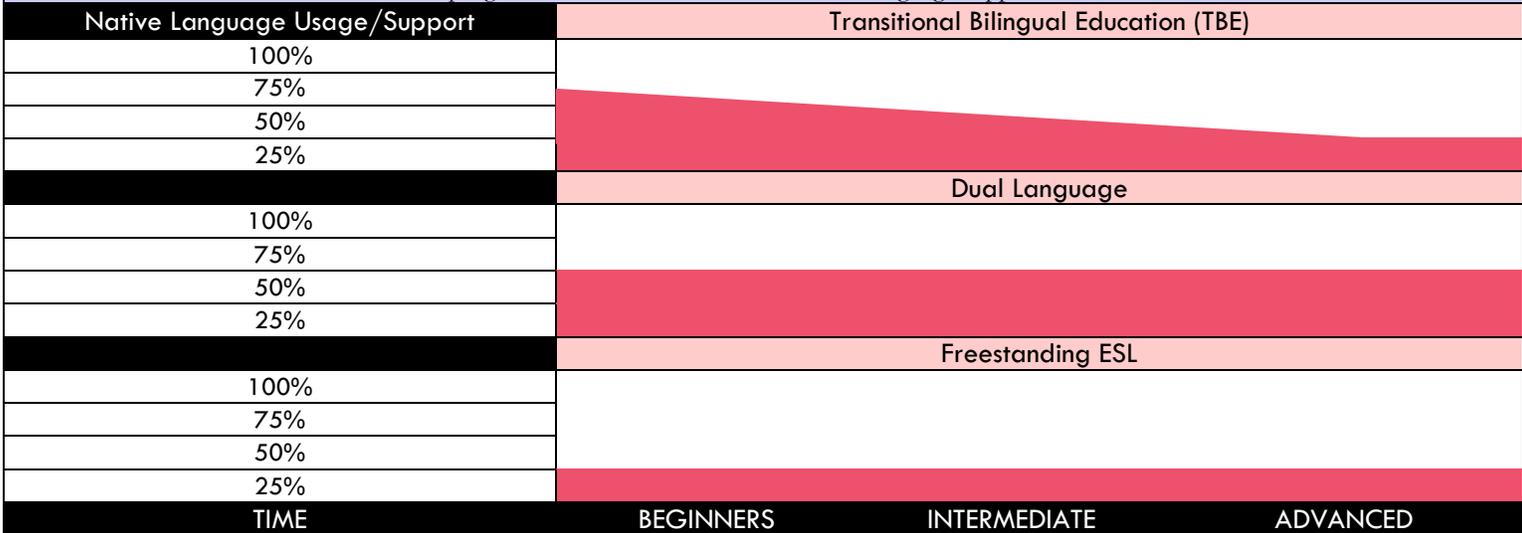
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and/or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers/OTPS also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day. These services are open to ELLs.

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

Students who were tested proficient on the Nyseslat receive services from the ESL teacher who provides scaffolding strategies and materials from various sources to help student master content area such as math that was taught in native language in a TBE class. these students also get time extentions for year 1 and 2 after testing proficient on the NYSESLAT.

All ELL students have the services of our state of the art library for research and performance task activities. There are a variety of multicultural books and materials available. In addition, our librarian holds a bilingual common branch license and services all classes at least one time per week. She provides instruction in literacy using Read-Alouds, Role-Playing, Research, Genre reading and writing, and several other activites to foster the specialized vocabulary and structures needed by our ELL students. When necessary, she also provides instruction in L1 (Spanish) and uses ESL strategies to help foster the language and patterns for our ELLs who are not Spanish speaking.

There is also a collaboration between our school and the Brooklyn Public Library. The Brooklyn Public Library provides shows and other activites during certain times of the school year. For example, they provide a show for our students on a famous folktale ("Little Red Riding Hood") in both English and Spanish. This kind of activity helps all of our ELLs absorb and use the language of the folktale into everyday speech.

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

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

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

There have been no program/services discontinued.

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

ELLs are afforded equal access to all school programs as long as they meet program criteria. After school programs and supplemental programs.

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

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

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

Native language support is provided in the Transitional Bilingual Program via the nature of the class. There are literature and chapter books in Spanish in our transitional bilingual classes. There is also native language support (Spanish) is delivered by the teachers through Storytowne in Spanish, Harcourt Science in Spanish, and independent leveled readers. Students have Spanish-

English dictionaries, glossaries with content area specialized vocabulary, resources such as globes (Spanish), a writing resource (Spanish). Our library also stocks many books in Spanish. We do not have a Dual Language Program. Native language support is provided in the ESL program as baskets of literature books and dictionaries have been purchased in the languages present at our school. This material is housed in the monolingual classes where there are ELLs as well as in the ESL classroom. ELLs have access to dictionaries, glossaries, and leveled readers in the languages present at our school.

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

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

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

What professional development is offered to teachers of ELLs

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

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

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

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

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

It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. The Professional Development program to comply with Jose P. will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performances and Common Core State Standards and how to achieve higher scores on all city and state assessments. Facilitators for the professional development sessions will include school administrators, Network personnel, ESL teacher, the data specialist, Literacy coach, and the librarian. Insofar as the cluster teachers play an important role in the education of our ELLs during the instructional school day and provide instruction in a

specific subject that has specialized vocabularies and linguistic structures (e.g. Art, Music, Health, Social Studies, Science) and the instruction is usually conducted in L2, the cluster teachers will attend these workshops/study groups as well. Topics that will be addressed during these professional development sessions are as follows:

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

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

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

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

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D. Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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