



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 27Q106
School Name: PS 106Q
Principal: RACHELLE LEGIONS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q106
School Type: Public School Grades Served: Pre-K - 5
School Address: 180 Beach 35th Street Far Rockaway, NY 11691
Phone Number: 718-327-5828 Fax: 718-327-5956
School Contact Person: Rachelle Legions Email Address: rlegions@schools.nyc.gov
Principal: Rachelle Legions
UFT Chapter Leader: Fabius Celerin
Parents' Association President: Carmen Santiago - Interim
SLT Chairperson: Fabius Celerin
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: CFN 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rachelle Legions	*Principal or Designee	
Fabius Celerin	*UFT Chapter Leader or Designee	
Carmen Santiago	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jamie Harris	Teacher	
Lisa Williams	Paraprofessional	
Ava Bennick	Parent	
Shakeera Williams	Parent	
Patricia Bendidi	Parent	
Venessa Venus	Parent	
Zuleyke Vieitia	Parent	
Vacancy	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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 106 is located in Far Rockaway, NY, in the eastern portion of the Rockaway Peninsula. PS 106 is an elementary school with 207 students from Pre-Kindergarten through grade 5. Our school community is comprised of 5% English Language Learners, 31% of students have IEPs, 5% of the population is comprised of Asian students, 63% are African American students, 29% of our population is Hispanic and 3% are white/other. There are 3 self-contained bridge classes (grades K/1, 2/3, and 4/5) and three ICT classes (Grades K, 1, and 3). PS 106 facilities include ten classrooms, an art room, a technology lab, and Science Lab.

PS 106Q is committed to providing children with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We nurture intellectual curiosity, collaborative and critical thinking, and effective communication. Instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standards-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.

PS 106Q VISION OF THE SCHOOL WE STRIVE TO CREATE– Making Success An Everyday Occurrence for all Our Students!

PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best selves. Through innovative scheduling within the school day, and an emphasis on creating remedial and enriching learning opportunities, we will maximize the time students receive direct instruction from highly-qualified teachers and ensure that, in every moment in which they are in our care and under our supervision, students are learning. In line with our beliefs that all members of our community are teachers, we will also hold frequent parent workshops and family enrichment activities to engage our family partners in school life in ways that contribute directly to increasing student achievement and growth.

In order to fulfill the fundamental purpose of helping all our students learn at high levels and making success an everyday occurrence, we are dedicated to creating a school in which:

There is a safe and orderly environment for all students and adults.

Every teacher, parent, and student is clear on the knowledge and skills students are expected to acquire in each course, grade level, and unit of instruction.

The learning of each student is monitored on a timely basis. When students experience difficulty, the school has structures in place to ensure that they receive additional time and support for learning.

There is a climate of high expectations for student success, and staff members communicate their high expectations to students, parents, and one another.

A collaborative culture ensures staff members work together, interdependently to better meet the needs of their students and analyze, as well as improve their professional practice.

Frequent reporting of student progress toward explicit learning outcomes helps staff members and parents take collective responsibility for student learning.

Structures are created to promote widely dispersed leadership throughout the school.

All staff members continually grow in their professional expertise because structures to support their ongoing, job-embedded learning and continuous improvement are built into the school day and school year.

2014 – 2015 INSTRUCTIONAL FOCUS

Students will engage in high-quality discussions to deepen and elaborate upon their thinking, which will transfer to stronger writing in all content areas.

PROGRAM OVERVIEW

This vision will include our entire school, general education, SWD, ELL students and parents. This will be achieved through:

- Class size reduction where budget permits;
- Professional Learning Teams focused on the areas of data driven instructional practices, curriculum mapping and CCLS Units of Study and Performance Task development;
- Horizontal and Vertical Inquiry Teams (Grade/School);
- Professional development and implementation of Charlotte Danielson’s “Framework for Teaching” in formal, informal observations through the *ADVANCE* evaluation system;
- Professional development and implementation of short, frequent cycles of observation with timely feedback and follow up with teachers grounded in the Danielson rubric agreed upon by DOE and UFT;
- Common planning periods for all grades;
- Implementation of Harcourt “Go Math” program on Grades K-5 aligned with the CCLS;
- Implementation of selected social studies and literacy Core Knowledge topics on all grade levels;
 - Implementation of the NYS selected Core Knowledge Language Arts Program on Grades K-2;
 - Implementation of the NYS selected Expeditionary Learning Program on Grades 3-5.
- Writing grounded in CCLS performance tasks;
- Implementation of the NYC Scope and Sequence in Science with a focus on hands on learning;
- Implementation of a balanced literacy approach to teaching English Language Learners;
- Continued implementation of the special education inclusion and self-contained programs;
- Implementation of Response to Intervention (RTI) employing a variety of models differentiated by individual student needs with tracking of interventions through GoogleDoc templates shared and collaboratively discussed utilizing the Plan-Do-Study-Act PDSA cycle to continually improve instructional practices based on the needs of each child.
- The use of data and benchmarking to drive all instructional practices including grade, class and group goal setting to meet the needs of all students;
- The use of multiple assessment tools (formative, summative, qualitative and quantitative) to drive differentiated, CCLS grounded instruction;
- Integration of technology throughout the curriculum through the use of Smartboards, Promethean Boards, iPads, and laptops;
- Integration of the Arts in daily experiences in partnership with Community Based Organizations as they become available;
- Enhance parental opportunities to become even more involved and active in their child’s holistic learning experiences through Curriculum & Coffee workshops, use of ARIS Parent Link, instructional workshops, monthly progress reports, PS 106 Lighthouse Newsletters, Festivals, Parent University Test-Prep Seminars, Student of the Month, etc.

In order for us to optimize the learning environment for our students across grades and classrooms, staff must adhere to school-wide rituals and routines. **Safety is always our first priority.** Our second priority is to foster a nurturing environment whereby all students are a member of a “community of learners” and intellectual risk taking is the norm rather than the exception. This can only happen when children feel safe, loved and supported.

- **School strengths and accomplishments:**

The administration structures a differentiated professional development plan based on teacher need and self-reflection. Professional development is conducted weekly; each with a different focus.

Our academic support staff consists of all classroom teachers using an all hands-on-deck approach to improve outcomes for all students. All classroom teachers engage all students performing below grade level standards in Tier two Response to Intervention period 1 each morning using Fountas and Pinnell's Leveled Literacy Intervention System. As a result, each teacher in the school is assigned two groups of 3-5 students for seven week cycles of targeted, RTI. All students begin each day with 50 minutes of targeted, systemic instruction built into the daily schedule.

Student instruction is differentiated. Collaborative planning time is built into the daily school schedule. Grade level collaborative teams plan instructional activities and create innovative ways of providing rigorous instruction. Collaboration between instructors and out of classroom teachers across the grades provides a consistent approach to instruction, differentiation, assessment, and goal setting. Classroom teachers plan and provide for each child's individual needs according to formative and summative data sets. Our AIS program consists of two of our cluster teachers pushing-in to classrooms to provide small groups AIS instruction to students who performed below benchmark expectations on last year's state exams. A diagnostic-prescriptive approach is used to target student's strengths and weaknesses, and to formulate flexible groups. Collaborative articulation meetings are held weekly with administration to facilitate classroom communication. Academic Intervention is also provided via i-Ready time, and flexible grouping. Enrichment is implemented within daily lessons via flexible grouping, student directed discussions, and other activities. To build rigor into the individual grade curricula, we have empowered teachers on different grade levels to engage in Vertical Teams; to examine school-wide coherence across grade levels in specific content areas, track disaggregated groups of students, and make educated decisions from day to day experience to evolve instruction that is differentiated to a higher degree, increase academic rigor to support and challenge a greater number of students, and create a strategic transition from one grade to the next.

- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year:

Based on an in depth analysis of the School Quality Guide and data files, for ELA, there was an increase of 15.6% when compared to peer range. In 2012-13, their data indicated that 12% of peer range while in 2013-14, the data indicated 27.6%.

Additionally, there was an increase of 8.4% with math median adjusted growth percentile for the school's lowest third when compared to peer range. In 2013-14, the data indicated 29.3% to 37.7%.

- **School challenges:**

In 2013-14, the average student proficiency for math decreased by 16% when compared to the peer range. In 2012-13, the data indicated 46.9% of the peer range while in 2013-14, the data indicated 30.9%.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Priority need #1: Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 10.8% of our students are proficient in ELA and 12.7% of our students are proficient in Math. We will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision. PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

Through innovative scheduling within the school day, and an emphasis on creating remedial and enrichment learning opportunities, we will maximize the time students receive direct instruction from highly- qualified teachers and ensure that, in every moment in which they are in our care and under our supervision, students are learning. In line with our beliefs that all members of our community are teachers, we will also hold frequent parent workshops and family enrichment activities to engage our family partners in school life in ways that contribute directly to increasing student achievement and growth.

Our first plan was to invite and teach all administrators, as well as teachers to create and use both formative and summative data to inform every decision, rather than just the standardized test scores. The data is the current reality that demonstrates how well our school is meeting the vision/mission in our success for all incentive. PS 106 has developed goals and action plans using comprehensive formative and summative data sets. Staff and administrators analyze instructional and organizational practices through team meetings, observations, inter-visitations, reflections, and feedback forms. The school demonstrates strategic planning for formative assessment data sets with the goal to narrow and close the achievement gap.

All teachers need to be proficient in understanding and utilizing Fountas and Pinnell’s Benchmark Assessment System, Writing Tasks, and Fountas and Pinnell’s Leveled Literacy Intervention System, as well as GoogleDocs to track data.

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.

By June 2015, 30% of students will rise to the high expectations set forth in grades 1-5 by improving at least 2 reading levels as evidenced in their Winter F&P Benchmark Reading Level to their Spring Reading Level. Given their growth in reading, their academic successes will transfer to stronger writing in all content areas. The evidence of this growth will be observed from their Winter to Spring Writing Performance Tasks based on units of study from our literacy curriculum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change	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>

<p>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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Professional Development provided by network support, administration, and/or staff members in our school-wide instructional focus, Fountas and Pinnell Benchmark Assessment System, Fountas and Pinnell Leveled Literacy Intervention System, The Writing Revolution, on ELA writing tasks, as well as Response to Intervention, building STAR period into the schedule to give students RTI period 1, AIS built into the schedule, an additional 6th prep built into the school day for data driven collaboration (trust), common planning time built into the daily schedule for grade team meetings/collaboration (trust). Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes for students. School created instructional focus- <i>“Students will engage in high-quality discussions to deepen and elaborate upon their thinking, which will transfer to stronger writing in all content areas.”</i> 	<p>All students in grades 1-5</p>	<p>Start date: September 10, 2014 End Date: June 12, 2015</p>	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers
<ul style="list-style-type: none"> Collaborative teacher teams and Vertical Literacy Teams to meet and engage in inquiry and an action plan for ongoing strategies to address the needs of SWD and ELLs (trust). In addition, AIS, RTI will be built into the daily school schedule to meet the needs of student subgroups. 		<p>Start date: October 20, 2014 End Date: June 12, 2015</p>	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers
<ul style="list-style-type: none"> Activities and strategies to increase parent involvement will include: Blackboard Connect 5, Parent flyers, Monthly newsletters, Monthly progress reports, Lighthouse Café, parent workshops (trust). 		<p>Start date: September 10, 2014 End date: June 12, 2015</p>	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator Parents
<ul style="list-style-type: none"> For a cycle of 7 weeks during “STAR” period 1 of each day, all students who are performing below grade level in reading will be dispersed homogeneously based on reading level with different teachers who will support students to demonstrate academic and personal growth (trust), achieve at their highest levels, and be afforded opportunities to receive targeted instruction. Our school will regularly examine evidence and monitor and track student progress that best support knowing students to ensure their growth and success (trust). Students participate without fear of put-downs or ridicule from either the teacher or other students which will create a risk-free environment of respect and rapport (trust). Students will engage in high quality discussions to deepen and elaborate upon their thinking which will transfer to stronger writing in all content areas. 		<p>Start date: October 3, 2014 End date: June 12, 2015</p>	<ul style="list-style-type: none"> Administration Teachers

Part 4 – Resources Needed

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

- Fountas and Pinnell Benchmark Assessment System,
- Fountas and Pinnell Leveled Literacy Intervention System,
- The Writing Revolution,
- Professional Development provided by network support, administration, and/or staff members in on our school-wide instructional focus, on ELA writing tasks, on Hochman Writing Program, on Leveled Literacy Intervention System, as well as Fountas and Pinnell Benchmark Assessment System, Response to Intervention,
- Building STAR period into the schedule to give students RTI period 1
- AIS built into the schedule,
- An additional 6th prep built into the school day for data driven collaboration,
- Common planning time built into the daily schedule for grade team meetings/collaboration
- Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes for students
- Blackboard Connect 5
- Parent flyers
- Monthly newsletters
- Monthly progress reports
- Lighthouse Café
- Parent workshops

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Specify a timeframe for mid-point progress monitoring activities.

Goal 1- Fountas and Pinnell Benchmark Assessment with comparison to Fall F&P Benchmark Assessment (Feb 23)

Goal 1- Periodic Acuity Assessment (Feb 23)

Goal 1- i-Ready Diagnostic Assessment (Feb 23)

Goal 1- Writing Performance Tasks? (Feb 23)

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Priority Need #2: Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 10.8% of our students are proficient in ELA and 12.7% of our students are proficient in Math.

From September through November during the 2014-15 school year, there have been a total of 42 incidents reported in OORS. The majority of incidents (23.81%) have been Level 4 for creating substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury. The second highest ranking incident (19.05%) is a level 2 for leaving the class or school premises without permission. The majority of incidents take place between 12PM-1PM (5th period) and 2PM-3PM (7th period). The majority of incidents have taken place in the classroom (27) and cafeteria (7). March and May have the highest suspension rates in the overall year.

We believe that we will have a decrease in Discipline Code Infractions if we:

- ▶ Create a school wide behavior matrix that both students and staff will be expected to follow that includes both rewards and consequences
- ▶ Teach students the importance and value of proper school wide behavior through a PBIS curriculum
- ▶ Create a consistent system of classroom routines and procedures that all students are aware of and are expected to follow
- ▶ Work with teachers to create a toolbox of behavior management techniques that address a variety of student needs that they can use in their classrooms

Part 2 – Annual Goal

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

By June 2015, 100% of staff and students will be trained in a PBIS System setting forth behavior expectations, rewards for positive behaviors and consequences for infractions, resulting in an improved learning environment as measured by a decrease in Level 4 and Level 5 Discipline Code behavior infractions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student	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>

subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Professional Development provided by network support, administration, PBIS coaching Institute, and staff members on spearheading and transforming the culture of the school environment through PBIS (trust). Professional Development on establishing a culture for learning, respect for all, and using multiple strategies to support behavior for all students (trust). The PBIS Team will meet biweekly, The PBIS team will utilize surveys and collaboratively create a matrix and a school store (trust). Collaborative teacher teams meet to plan and enhance PBIS. Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes for students. 	Pre- K- 5	Start date: October 1, 2014 End Date: June 12, 2015	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parents
<ul style="list-style-type: none"> Administration and service providers create a toolkit to support the behavioral needs of all students, including providing professional development designed to provide staff with strategies to support student performance and promote positive behaviors (trust). 	Pre- K- 5	September 30,2014 – June 12, 2014	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator Parents
<ul style="list-style-type: none"> Activities and strategies to increase parent involvement and/or engagement: PA meetings, Respect for All Assembly for parents, Tuesday parent engagement time, SLT meetings with parents to meet and plan strategies and opportunities for parent involvement and engagement (trust). 	Pre- K- 5	September 30,2014 – June 12, 2014	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator Parents
<ul style="list-style-type: none"> Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct; the staff will buy-in to PBIS to collaborate on a behavior matrix for school-wide improvement (trust). 	Pre- K- 5	September 30,2014 – June 12, 2014	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator School Aides Parents

Part 4 – Resources Needed

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

- Professional Development provided by network support, administration,
- PBIS coaching Institute
- Staff members to spearhead and transform the culture of the school environment through PBIS
- Professional Development on establishing a culture for learning, respect for all, and using multiple strategies to support high expectations of behavior for all students
- The PBIS Team will meet biweekly,
- The PBIS team will utilize surveys and collaboratively create a matrix
- PBIS school store

- Collaborative teacher teams meet to plan and enhance PBIS
- Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes and set high expectations for students
- PA and SLT meetings
- Respect for All Assembly for parents
- Tuesday parent engagement time, with parents to meet and plan strategies and opportunities for parent involvement and engagement

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		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:

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

Specify a timeframe for mid-point progress monitoring activities.

Goal 2- PBIS will demonstrate a decrease in levels 4 and 5 as indicated in OORS reporting system

- Mid-point: February 9, 2015

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Priority Need #3: Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 10.8% of our students are proficient in ELA and 12.7% of our students are proficient in Math. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

Through innovative scheduling within the school day, and an emphasis on creating remedial and enrichment learning opportunities, we will maximize the time students receive direct instruction from highly- qualified teachers and ensure that, in every moment in which they are in our care and under our supervision, students are learning. In line with our beliefs that all members of our community are teachers, we will also hold frequent parent workshops and family enrichment activities to engage our family partners in school life in ways that contribute directly to increasing student achievement and growth.

Our first plan was to invite and teach all administrators, as well as teachers to create and use both formative and summative data to inform every decision, rather than just the standardized test scores. The data is the current reality that demonstrates how well our school is meeting the vision/mission in our success for all incentive. PS 106 has developed goals and action plans using comprehensive formative and summative data sets. Staff and administrators analyze instructional and organizational practices through team meetings, observations, inter-visitations, reflections, and feedback forms. The school demonstrates strategic planning for formative assessment data sets with the goal to the narrow and close the achievement gap.

The implementation of utilizing formative assessment data to lower the achievement gap requires collaborative relationships with all stakeholders/partners invested in the classroom, administration, inquiry teams, leadership teams, all children and their families. The implementation will be a designed cyclic process beginning with teachers, teacher teams, and an analysis with feedback given to children and their families. Additionally, this data is used to inform instruction for students who need opportunities for planned enrichment activities.

In an attempt to reduce barriers, teachers will utilize an additional sixth prep, common planning meeting with an administrator to share successful forms of formative and summative data sets. The sixth prep will be utilized to collaboratively plan targeted instruction for students on, below, or above grade level proficiency. In addition, inquiry teams and grade teams will utilize a Data Wise Improvement Process:

All inquiry groups will be focus on struggling students and will identify a “learner centered problem” – a problem of understanding or skill that is common to many students and underlies their performance on assessments. Using formative and summative assessment data sets, teacher teams will identify a common area of weakness in a specific content area. Teacher Teams will have to “triangulate” the formative assessment data. Teachers will use formative assessment data to illuminate, confirm, or dispute their initial hypotheses within the content area. Inquiry teams will work to develop a shared understanding of the formative assessment data collected. Teams will examine their practice and what is happening in their classrooms, and compare it to

the kind of instruction that is needed based on formative and summative assessment data.

Teams will decide on an instructional strategy based on the formative and summative assessment data. Teams will then work collaboratively to describe what this strategy will look like when implemented in classrooms and continue the use of formative assessment data collection. Teams will then work together to decide what short, medium, and long-term data they will gather through the use of formative and summative assessment. Teacher sharing of the created formative assessments throughout the cycle will determine if progress is being made. This assessment information results will be uploaded into a Google doc for teachers to share. Teams will continuously set clear short, medium, and long-term goals for student improvement. This may prevent an implementation dip from occurring because teachers may feel freedom to create and re-create formative assessment data sets. School teachers and administrators will use the data from summative assessments to provide leaders and teachers with an overview of the student’s learning over time in a data set with the formative assessment data.

Our formative assessment offers students new ways to explain their own processes of learning. Our teachers and families understand our children’s process for learning, so we will better understand their results and what practices are best to design for them. We seek to constantly assess and reflect on the data we do have. Through weekly staff check-ins and meetings; School Leadership Team and Parent Association meetings; collaboration and conversation with families, students, and teachers; informal and formal assessments across all content areas, using formative and summative data sets, the school modifies and refines our educational programs and our individual and targeted group student goals, all while staying driven by and closely aligned with our founding vision and NY state standards utilizing the Common Core Standards. We anticipate long term success through artifact results that will demonstrate an increase in students performing on or above grade level, to continuously reevaluate the program’s long-term success.

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, 100% of classroom teachers will participate in a collaborative teacher team that will engage in the inquiry process through which the teams collaboratively improve their practice and student outcomes for specific groups of students, to raise the levels of rigor and student engagement as measured by teachers monitoring and tracking student progress throughout the year, as well as submitted reflections to administration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	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>
<ul style="list-style-type: none"> Professional Development provided by network support, administration, and staff members. Collaborative Teacher Teams meet 	All teachers and paraprofessionals of grades Pre K -5	September 3, 2014 – June 12,	<ul style="list-style-type: none"> Administration Network Achievement

<p>at least 3 times a week for school-wide coherence in best practices (trust). Collaborative teacher teams meet to plan, adjust, and modify curriculum and/or unit maps (trust). Teacher teams meet to look at student work and build capacity to improve student outcomes (trust). Tracking of student progress through formative and summative data sets which are kept in Teacher's Data Binders. Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes for students.</p>		2014	<p>coaches</p> <ul style="list-style-type: none"> Teachers
<ul style="list-style-type: none"> Teams track specific subgroups of students and collaborate to support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities to receive targeted instruction (trust). Our school will regularly examine evidence and monitor and track student progress that best support knowing sub-groups of students to ensure their growth and success (trust). Parents of students with disabilities will receive a monthly IEP goal progress report (trust). 	All teachers and paraprofessionals of grades Pre K -5	November 1, 2014- June12, 2014	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers
<ul style="list-style-type: none"> Activities and strategies to increase parent involvement: Parent workshops, Tuesday parent engagement time to meet and collaboratively support students, and parents will receive monthly progress reports (trust). 	All teachers and paraprofessionals of grades Pre K -5	September 3,2014 – June 12, 2014	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator Parents
<ul style="list-style-type: none"> PPT Team will meet bi-weekly, SIT will meet monthly, Attendance Team will meet weekly, SDC will meet bi-monthly or as needed, Vertical Teacher Teams will meet biweekly to collaborate (trust). 		September 3,2014 – June 12, 2014	<ul style="list-style-type: none"> Administration Teachers Paraprofessionals

Part 4 – Resources Needed

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

- Professional Development provided by network support, administration, and staff members
- Collaborative Teacher Teams meet at least 3 times a week for school-wide coherence in best practice
- Collaborative teacher teams meet to plan, adjust, and modify curriculum and/or unit maps. Teacher teams meet to look at student work and build capacity to improve student outcomes.
- Tracking of student progress through formative and summative data sets which are kept in Teacher's Data Binders.
- Livebinders are created to share best practice artifacts and generate innovative ideas to improve outcomes for students.
- Parent workshops
- Tuesday parent engagement time to meet and collaboratively support students
- Monthly progress reports
- Collaboration

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic	x	Title IIA		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:

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

Specify a timeframe for mid-point progress monitoring activities.

Goal 3- Collaborative Team Surveys, Common Data as evidenced in Medial Teacher Team Assessment (Feb 23

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Priority Need #4: Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 10.8% of our students are proficient in ELA and 12.7% of our students are proficient in Math. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

PS 106 has developed goals and action plans using comprehensive formative and summative data sets. The school demonstrates strategic planning for formative assessment data sets with the goal to the narrow and close the achievement gap.

The implementation of utilizing formative assessment data to lower the achievement gap requires collaborative relationships with all stakeholders/partners invested in the classroom, administration, inquiry teams, leadership teams, all children and their families. The implementation has been designed as a cyclic process beginning with teachers, teacher teams, and an analysis with feedback given to children and their families.

In an attempt to reduce barriers, teachers will utilize an additional sixth prep, common planning meeting with an administrator to share successful forms of formative and summative data sets. In addition, inquiry teams and grade teams will utilize a Data Wise Improvement Process:

All inquiry groups will be invited to focus on struggling students and will identify a “learner centered problem” – a problem of understanding or skill that is common to many students and underlies their performance on assessments. Using formative and summative assessment data sets teacher teams will identify a common problem in English Language Arts or Math. During Phase 1 the team uses data to narrow its focus, selects students, and identifies something small and essential that the students do not know. Once the identified skill gap is sufficiently granular it is called the “learning target.” We believe it is all about the process of improving student outcomes, holding on to what works so others can learn from you, sharing findings, and celebrating successes. Phase II is entirely focused on moving target population students. In this phase, the team closely analyzes what these students were taught in relation to the identified skill and/or how they were taught it—highlighting where existing practices have left gaps in students’ understanding. Inquiry teams work to develop a shared understanding of the formative assessment data collected. Teams examine their practice and what is happening in their classrooms, and compare it to the kind of instruction that is needed based on formative and summative assessment data. Based on what is discovered, team members make a strategic change, monitor improvement, and demonstrate clearly that target population students can learn. In Phase III, the team uses what was learned in moving target population students into a school-wide/grade-wide “change strategy” that will benefit more students.

Teacher sharing of the created formative assessments throughout the cycle will determine if progress is being made. The assessment information results will be uploaded into a Google doc for teachers to share. Teams will

continuously set clear short, medium, and long-term goals for student improvement. This may prevent an implementation dip from occurring because teachers may feel freedom to create and re-create formative assessment data sets.

It is important that our teachers and families understand our children’s process for learning, so we will better understand their results and what practices are best to design for them. We seek to constantly assess and reflect on the data we do have. Through weekly staff check-ins and meetings; School Leadership Team and Parent Association meetings; Monthly Progress Reports; collaboration and conversation with families, students, and teachers; informal and formal assessments across all content areas, using formative and summative data sets, the school modifies and refines our educational programs and our individual and targeted group student goals, all while staying driven by and closely aligned with our vision and utilizing the Common Core Standards. We anticipate long term success through artifact results that will demonstrate an increase in students performing on or above grade level school-wide, to continuously reevaluate the program’s long-term success.

Part 2 – Annual Goal

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

1. By June 2015, 40% of teachers will share in distributive leadership roles to improve teacher practice evidenced by presenters listed in leading the professional learning on the yearly Professional Learning Plan and sign-in sheets of teacher team meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessment System, Fountas and Pinnell Leveled Literacy Intervention System, Judith Hochman Writing Program, Professional Development provided by network support, administration, and/or staff members in on turn-keying best practice from outside workshops, utilizing the Professional Learning Handbook, Network Liaisons attend monthly PDs and turn-key best practice to the staff to build capacity, teacher mentors work with newly-appointed staff, teacher leaders invite teachers/peers into their classrooms for intervisitations/professional learning walks and present best practice (trust). 	<ul style="list-style-type: none"> • Teachers and paraprofessionals of grades Pre-K-5 	September 3- June 12, 2015	<ul style="list-style-type: none"> • Administration • Teacher Liaisons • Network Achievement Coaches

<ul style="list-style-type: none"> Teacher leaders present professional development of strategies/best practice to support learning outcomes for student subgroups such as lowest third, SWDs, and ELLs (trust). 	Teachers and paraprofessionals of grades Pre-K-5	September 3- June 12, 2015	<ul style="list-style-type: none"> Administration Teacher Liaisons Network Achievement Coaches
<ul style="list-style-type: none"> Teacher leaders present professional developments biweekly and sometimes more frequently to deliver timely resources and/or materials to support best practice and school-wide coherence (trust). 	Teachers and paraprofessionals of grades Pre-K-5	September 3- June 12, 2015	<ul style="list-style-type: none"> Administration Network Achievement coaches Teachers Parent Coordinator Parents
<ul style="list-style-type: none"> Teacher leaders will support their peer teachers in strategies that support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities to receive targeted instruction. With administration and teacher leaders our staff will regularly collaborate to set high expectations, examine evidence and monitor and track student progress that best support knowing students to ensure their growth and success (trust). 	Teachers and paraprofessionals of grades Pre-K-5	September 3- June 12, 2015	<ul style="list-style-type: none"> Administration Teacher Liaisons Network Achievement Coaches

Part 4 – Resources Needed

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

- Fountas and Pinnell Benchmark Assessment System,
- Fountas and Pinnell Leveled Literacy Intervention System,
- The Writing Revolution, Professional Development provided by network support, administration, and/or staff members in on turn-keying best practice from outside workshops,
- Network Liaisons attend monthly PDs and turn-key best practice and set high expectations to the staff to build capacity,
- teacher mentors work with newly-appointed staff, teacher leaders invite teachers/peers into their classrooms for intervisitations/professional learning walks and present best practice and set high expectations
- Professional Learning Handbook

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		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:

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

Specify a timeframe for mid-point progress monitoring activities.

Goal 4- Administration will review and reflect up on the PD Plan

Mid-point: February 9, 2015

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).

Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Priority Need #5: Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 10.8% of our students are proficient in ELA and 12.7% of our students are proficient in Math.

We recognize the need to bring in outside resources and draw on the resources from within our school building to encourage strong partnerships within and outside our school community in order to enrich the educational experiences that each of our students. 90% of our students receive free lunch and many of our families are in need of financial assistance. As a result, we believe that by forming partnerships with outside agencies could assist with bringing outside resources to our families/students in need. Furthermore, we believe that partnerships with our student’s parent (s)/guardian(s) allow us to have a shared understanding of our student’s learning and social-emotional needs.

We believe that by maximizing time with families, structuring open school nights, scheduling appointments with our student’s parent (s)/guardian(s), on-going communication through phone calls, conferences, newsletters, flyers, and by providing translation and interpretation services that we can increase parent involvement and encourage strong partnerships to engage families to help all our students meet their goals. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

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.

By June 2015, we will improve community partnerships drawing on the resources from within the school building, from the local community, and from encouraging strong partnerships with families by delivering resources to families in need, by improving parent attendance at Parent Teacher Conferences (PTC) from 2.10% to 40%, and by providing monthly information to families about the instructional programs through the use Newsletters, Blackboard Connect, School Events, Monthly Progress Reports, and parent workshops. This would be evidenced by parent sign-in sheets at the above mentioned events/activities.

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</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>

<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>Strategies to increase parent involvement and engagement</p> <p>Activities that address the Capacity Framework element of Trust</p>		<i>date?</i>	<i>activity/strategy?</i>
<ul style="list-style-type: none"> Systems and structures put in place include STAR-track program with the Queens District Attorney office, The YMCA Swim for Life program, Safe Space, Cultural After School Adventures (CASA), Relationships with and donations from Jinga construction, Skanska, Legacy (trust). Additionally, the CASA program will provide a teacher with professional development through Queens Botanical Gardens to beautify the school grounds in connection with Science. Monthly progress reports are sent home (trust). Teachers submit a Parent Engagement log to Administration each Tuesday demonstrating their different methods of outreach and parent engagement (trust). 	<ul style="list-style-type: none"> Students of Grade 2 for swimming Parents Students grades Pre-K-5 	October 1- June 12, 2015	<ul style="list-style-type: none"> Administration Teachers
<ul style="list-style-type: none"> Planning with SLT, SWD and ELLs will be engaged in Swim for Life, a program through the YMCA that will teach students how to swim. Parents of SWD, ELLs, STH will be invited to attend parent workshops, Safespace will conduct workshops (ex. “Money Management,” “Sexting,” “How to talk to your child about intercourse,” ect.) (trust). 	<ul style="list-style-type: none"> SWD, ELLs in Grade 2 for swimming Parents Students grades Pre-K-5 	October 1- June 12, 2015	<ul style="list-style-type: none"> Administration Teachers
<ul style="list-style-type: none"> Parents will be invited to attend parent workshops, the Lighthouse Café, Festivals, Holiday Celebrations, All calls will be made through Blackboard Connect 5, Flyers and Newsletters will be sent home (trust). 	<ul style="list-style-type: none"> Parents Students grades Pre-K-5 	October 1- June 12, 2015	<ul style="list-style-type: none"> Administration Teachers Parent Coordinator
<ul style="list-style-type: none"> Across all relationships collaboration is welcomed and valued. Monthly progress reports are sent home to inform parents of their child’s progress and there is a section for parents to request a face-to-face conference or add additional notes. 	<ul style="list-style-type: none"> Parents Students grades Pre-K-5 Teachers 	October 1- June 12, 2015	<ul style="list-style-type: none"> Administration Teachers Parent Coordinator

Teachers submit a Parent Engagement log to Administration each Tuesday demonstrating their different methods of outreach and parent engagement. Parents will have the opportunity to attend workshops in which modeling of ELA and Math content will be provided (trust).			
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Part 4 – Resources Needed

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

- STAR-track program with the Queens District District Attorney office,
- The YMCA Swim for Life program,
- Safe Space,
- Cultural After School Adventures (CASA),
- Relationships with and donations from Jinga construction, Skanska, Legacy.
- Professional development through Queens Botanical Gardens to beautify the school grounds in connection with Science.
- Monthly progress reports
- Parent Engagement logs
- parent workshops
- the Lighthouse Café
- Festivals
- Holiday Celebrations
- All calls will be made through Blackboard Connect 5
- Flyers
- Newsletters
- Food and beverages for parents

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	X	Title IIA		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:

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

Specify a timeframe for mid-point progress monitoring activities.

Goal 5- Parent Coordinator Activity Portal

Goal 5- Parent Sign-in sheets

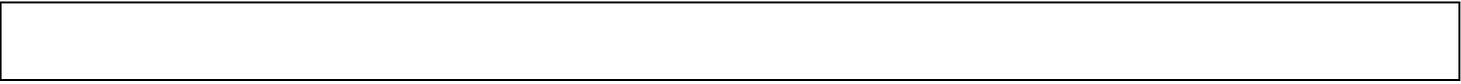
Goal 5 – Learning Environment Survey

Mid-point February 9, 2015.

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

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



Section 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)	- Grade 3 scale score below 299 - Grade 4 scale score below 296 -Grade 5 scaled score below 297	Supplemental reading and written response, Leveled Literacy Intervention System	Small group	During the school day
Mathematics	- Grade 3 scale score below 293 - Grade 4 scale score below 284 -Grade 5 scaled score below 289	Supplemental CCLS aligned math resources	Small group	During the school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher feedback, OORS incidents – level 4 & 5, parent concern	At-Risk Counseling Services	Small group and/or one-to-one	During the school day

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Highly Qualified Teachers attend summer Professional Development, look at the Open Hire, reach out to teacher's recruitment, proper licensing, and provide support and mentoring to new staff members. Including, but not limited to new teacher orientation, and ongoing mentoring, as well as differentiated professional development.

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).	
All teachers will participate in professional development designed based on the school needs utilizing multiple sources of data that is aligned to the quality review indicators and the Citywide Instructional Focus to support a quality learning environment.	
Professional Development Topic	Rationale/Goal
1. Welcome Back Breakfast 2. Introductions of new staff, welcome back existing staff, announce any position changes 3. 2014-2015 School Priorities 4. Overview of Day's Agenda GRP Safety Plan	New faculty will be publicly introduced and existing faculty will be welcomed back to a new school year. Principal will provide an introduction of the school's 2014-2015 CEP, initiatives and priorities, new staff handbook, school-wide teacher/cluster and bell schedules, as well as an overview of the day's agenda.
Network ELL Support	To begin the school year with urgency for ELL students. Looking at the NYSESLAT data and support with creating a teacher schedule for servicing ELL students.
Network Sp.Ed. Support	Orientation for the new school psychologist and IEP Teacher along with the GC to establish a common understanding around the expectation for supporting students social and academic development, while at the same time adhering to all compliance mandates for our students with disabilities.
Core Knowledge PD	Teachers and paras in grades K – 2 will explore the K-2 Core Knowledge curriculum and receive training on best practices for implementing the curriculum.

Establishing a Culture for Learning	To establish a culture for learning that communicates high expectations to staff, students, and to provide supports to achieve the expectations
Network Support - Review of NYS Data Assessment Results	To build community and accountability amongst staff around the school-wide data and how it connects to and reflects on all staff member. To have staff realize the importance of professionalism and integrity in the testing process and its impact on other staff members.
F & P Benchmark Assessment PD Session 1	To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.
F & P Benchmark Assessment PD Session 1	To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.
Citywide Instructional Expectations – Linking the CIE to the QR	To have staff discover how the CIE and the QR are aligned through an interactive, grouping activity. To build community around the school's instructional focus.
F & P Benchmark Assessment PD Session 1	To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.
F & P Benchmark Assessment PD Session 2	To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.
PBIS Coach Institute PD	To provide opportunity to receive training as PBIS coaches in order to implement Positive Behavior Interventions in PS106...Establishing a culture for learning.
F & P Benchmark Assessments PD Session 2	To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.
Network: AP Math Study Group	<p>This study group will be a professional learning community that will study the research in math education, to improve math instruction at the school level.</p> <p>The purpose/outcomes</p> <ul style="list-style-type: none"> • Deepen the knowledge of how to support teachers • Develop and provide professional development opportunities aligned to students' needs • Arrange inter-visitations with other schools in the network to share best practices • Develop and improve coaching practices • Creating lab sites or model classrooms within a school
Network: Unpacking Expeditionary Learning Support	<p>To support teachers' practice in using E.L. and their understanding of close reading practices - Teachers read about close reading in the article: <u>Close Reading Without Tears</u>. Teachers were able to pull out important information of what close reading entails:</p> <ul style="list-style-type: none"> · thorough reading · theme and language should be identified · vocabulary and language should be broken down · always set a purpose for reading · oral language comes first, then written · text sets are used

<p>F & P Benchmark Assessments PD Session 2</p>	<ul style="list-style-type: none"> · text complexity needs to be monitored taking into consideration the students' prior knowledge and prior experiences · EXCELLENT question and language to use on pages 36-37 while changing some in student friendly language <p>The E.L. vimeo video supplied teachers with some A-HA understandings:</p> <ul style="list-style-type: none"> · Using sentence starters as a scaffold to support students · Looking at students' DATA when planning lessons · Differentiating the lessons to tailor your students' needs · Pre-reading the text and checking the structure · Unpacking the LEARNING TARGET – circling the VOCABULARY with the students every morning. <p>To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence.</p>
<p>Pupil Transportation (OPT)</p> <p>Network: Guidance Counselors' PD</p>	<p>To provide formal training on pupil transportation protocols and mandates to ensure school compliance</p> <p>To provide support and understanding around the new UFT Contract and how it relates to GC, SESIS Updates, First Attends, Q/A Session with Guidance Chapter Leader, and ATS Reports for start of School</p>
<p>Network: Math Liaison PD</p>	<p>To strengthen teacher practice, improve student achievement, track student progress through ongoing school-wide assessments, strengthen coaching practices, and provide meaningful professional development opportunities to teachers based on their needs.</p>
<p>Network Support – Math Connecting math to our Instructional Focus</p> <p>Network Support – Literacy Unpacking Expeditionary Learning Support</p> <p>Network Support – Math Connecting math to our Instructional Focus</p> <p>F & P Benchmark Assessments PD for Cluster Teachers – Session 1</p>	<p>To support teachers in connecting math with the school's instructional focus – Discussion and Questioning to improve student writing across content</p> <p>Curriculum/Lesson Planning to support Bridge, Self-Contained Teachers</p> <p>Bridge Teachers</p> <p>40 minutes with Lisa</p> <p>40 minutes with Rob</p> <p>**Updated to meet with all Grades 3, 4, 5 Teachers**</p> <p>To support teachers in connecting math with the school's instructional focus – Discussion and Questioning to improve student writing across content</p> <p>To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence and student assessment support</p>
<p>Network Math Content PD “Let's Construct Math”</p> <p>Curriculum Planning</p>	<p>To support a probationary teacher's practice in teaching math content</p> <p>Teachers work as a collaborative team to plan curriculum and create units of study for ELA and math</p>
<p>Curriculum Unit Map Planning</p> <p>F & P Benchmark Assessments PD for Cluster Teachers – Session 2</p>	<p>Teachers work as a collaborative team to plan curriculum and create units of study for ELA and math</p> <p>To provide formal training in the correct use of the benchmark assessment system to support school-wide coherence and student assessment support</p>

Network ICT Support IEP Goal-Setting	To have network Achievement Coach observed the three ICT classrooms and then provided PD using three identified ICT models that best support student learning, as well as lesson planning and classroom organization To support special education, self-contained teachers in writing IEP SMART goals that are Common Core Aligned and support learning outcomes for SWD
Network Sponsored – Judith Hochman – Writing Revolution Curriculum/Unit Planning	To learn best practice strategies to teaching writing. Teachers work as a collaborative team to plan curriculum and create units of study for ELA and math for Oct/Nov.
Strategies to Support Student Performance (Behavior Intervention Strategies)	
Peer Mediation – School Intervisitation	
Rubrics	Teachers engage in rubric 101 to learn about rubrics, checklists, and the school wide expectations aligned to the quality review rubric.
CKLA Intervisitation to 24Q28: General Overview of Skills and Strands	Teachers observe the CKLA skills strand lesson, take notes, and debrief.
Co-Teaching Relationships	To support teacher in identifying the expectations for collaboration; exploring skills needed for collaboration; examine current practices; scheduling time for collaboration
Respect for All	To assist schools in preventing and responding to bullying behavior, the Office of Safety and Youth Development is providing a full day training on a new K-5 curriculum module <i>Fostering Respect for All: Empowering Students to Move From Bystanders to Allies.</i> The goals of the module are to: <ul style="list-style-type: none"> · Foster increased empathy in young people · Increase students understanding of what bullying is and its impact · Motivate youth to move from being bystanders to bullying behavior to being allies to peers that may be targeted for bullying behavior · Empower students with the knowledge, strategies and skills they need to be effective allies
Vertical Teams meet to establish purpose, norms and teacher team expectations Turn-key of Go Math best practices to build school-wide coherence NYS Academic Requirements (PE & Arts)	Teacher teams meet to establish norms and expectations to turn-key best practices regarding instruction, data, and a collaborative inquiry approach to build school wide coherence. Math Liaison – Turnkey PD session to staff Rubrics: <ul style="list-style-type: none"> • Coherent across grades/ school • Language should be meaningful to students. • Reflection/ Self Assessment Assessment: <ul style="list-style-type: none"> • Pre and Post Assessments for each unit

	<ul style="list-style-type: none"> • Same assessment should be used across the grade • Item analysis to track growth from pre-assessment to post-assessment <p>Data- Tracking: School-wide systems in place</p> <ul style="list-style-type: none"> • Monitor growth • Differentiate instruction • Align instruction with student's needs • Look for trends/ areas of need • How to improve student learning? • Prerequisite Data: Keep track of prerequisite data for students with performing at a 1. <p>NYS Item Analysis</p> <ul style="list-style-type: none"> • Breakdown of the Item Analysis • Identify areas of Strength and Weaknesses <p>In Groups</p> <ul style="list-style-type: none"> • Analyze questions: Annotated Mathematics State Questions on Engage NY. https://www.engageny.org/resource/new-york-state-common-core-sample-questions <p>What do these results mean for our school as a whole?</p>
Teacher Team – Gr. 4 and 5	Analyzing Student Data to Create Action Plans Meeting 1
Teacher Team – Gr. 2 and 3	Analyzing Student Data to Create Action Plans Meeting 1
Network Math Support	Teacher inter-visitiation to observe a 4 th grade math demo lesson with a focus on how to differentiate using the GoMath Program, scaffolding, and discussion and questioning techniques (school focus).
Network Literacy Support	To provide support in reviewing NYS ELA Item Analysis to identifying targeted areas of instruction for students
Network Support	To develop PS106 school action plan
LLI and	To provide professional learning on school-wide RtI Program using Leveled Literacy Intervention (LLI) during period 1, which is the designated STAR period. Reviewed and distributed LLI materials/lessons and logistics, discuss cycle of assessments, and attendance tracking
Network: Math Content Group	To support a probationary teacher's practice in teaching math content To deepen content knowledge about the progression of fractions in grades 3-5, and the use of rubrics to provide student friendly feedback. Reflection Questions: How have you implemented a part of the PD session within your classroom? Have you shared the resources or ideas from PD with your school community?
Network CKLA Classroom Environment	Review the photos taken from school inter-visitiation to PS28, aligning them to Danielson rubric (Domains 1, 2, 3, or 4). Focus was on Domain 2: Classroom Environment. Also, to collaborate and agree on non-negotiables for what is expected to be visible in all K -2 classrooms
Advance Teacher Evaluation and Development System	Staff members take a deep dive into Advance which will be used to measure and develop teacher practice Purpose was to support teachers in understanding what low-inference notes are and how they support the observer in accurately interpreting teachers' observed practices, review a video of teacher practice and determine levels of performance using the Danielson rubric. Also, support teachers in articulating best practices for self-assessment and prioritizing next steps to improve their practice
	Chancellor's Conference Day

Supporting Teachers and paras with maximizing instructional time Expeditionary Learning/Go Math QR/CIE Past/Present IEP Analysis for the Shared Path Framework Interactive Discussion and Questioning	<p>Teacher and paraprofessional teams take a look at how effective partnerships can use Go Math & Expeditionary Learning to maximize instructional time.</p> <p>To support the teachers in understanding the change and shifts in thinking about how the QR has changed since last review in 2009 and discuss current rubric and CIE alignments</p> <p>To support special education teachers with: It was a pleasure to see all of you. As discussed at our Special Ed Liaison meeting yesterday, please see attached documents:</p> <ul style="list-style-type: none"> • Writing IEPs that Align to CCLS – powerpoint • State Dept. – areas of concern on IEPs • IEP checklist guidance • IEP guidance • Annual Goals guidance • Test Accommodations guidance • Chapter 408 procedures to be in place at your school – template <p>Instructional Focus in math content To support teachers in connecting math with the school’s instructional focus – Discussion and Questioning to improve student writing across content</p>
The Inquiry Cycle - Teacher Teams	To introduce the collaborative inquiry cycle and establish vertical teacher teams for (literacy, math, clusters, and paraprofessionals)
Network Literacy Support CKLA Classroom Environment – Follow-up PD	To follow-up on the implementation of the agreed upon non-negotiables for CKLA classroom environment
Network Literacy Support CKLA Classroom Environment Literacy Liaison Turnkey	To provide additional support for the kindergarten classroom teachers To support staff in using literacy data to analyze best practices school-wide; professional learning from research; learning environment walkthroughs/inter-visitations
Collaborative Inquiry Cycles – Teacher Teams	To provide teachers to the opportunity to complete the Collaborative Inquiry Plan and identify the 3 – 5 students they will be monitoring and targeting throughout the school year.
Using Data to Inform Instruction to Improve Student Outcomes Network Math Content Support	To create conditions for perpetual learning to promote success for students with sentence expansion and writing paragraphs
Improving Student Attendance and Collaborative Teacher Team Work	Using data to support teachers’ understanding that student attendance is tied to their evaluations. To engage in teacher team work for school-wide coherence (look-fors and beliefs about student learning)
Network ICT Support	
Inquiry Process Protocols	To support teachers’ understanding of how to use the inquiry process to examine student work

Network Literacy Support Text-Dependent Questions	and make instructional decisions based on the data. Also, to build capacity and coherence as the participants turnkey information to their respective literacy and math teams.
Network Math Support	To begin a book study on 'Number Talks' by Sherry Parrish. Also, planning for adjusting the pacing for the testing grades.
Network ICT Support	
PBIS Rollout and Review LLI Survey Results	To present PBIS implementation plan to get teacher buy-in. Also, to share cycle I LLI survey data to support school Rti for improving student outcomes.
Network Special Ed. Support	To provide ongoing training on writing Quality IEPs
Network Math Study Group	
OEO & Respect for All Hybrid PD	
Vertical Teacher Teams	
Close Reading Experiences for ELL K-5	<p>Teachers in this workshop will deepen their ability to design close reading experiences, in keeping with research-based practices for ELL's by:</p> <ul style="list-style-type: none"> ▫ Articulating what readers do when they read closely ▫ Linking the elements of a close reading experience to best practices for ELL's ▫ Analyzing classroom examples of close reading experiences and discussing what modifications ELL's might require ▫ Assessing the complexity of texts ▫ Exploring strategies for developing questions, aligned to CCLS for close reading ▫ Using a protocol for designing a close reading experience <p>Participants may work individually or collaboratively to design a close reading experience to implement in their classrooms. In order to make the design meaningful, teachers MUST bring 2-3 short, nonfiction challenging texts to work with in English or Native Language.</p> <p>http://</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Students that transition from Pre-K to Kindergarten, as well as students transitioning from UPK into our elementary school program will have an opportunity to engage in parent orientation meetings to acclimate their child to our school environment, receive information about our aligned curriculum, parent involvement activities, as well as parent workshops on how to assist their child with instruction at home, newsletters, monthly progress reports, and Turning 5 process.

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.

The MOSL committee meets in the summer and collaborates with the principal to make the selection of appropriate assessment measures, the administrative cabinet makes assessment decisions, such as using Performance Assessments in ELA and Math; Fountas and Pinnell assessments, as well as the frequency of assessments. The Principal, the Data Specialist, liaisons, and Network Support all drive curriculum choices and provide teachers with professional development to make further instructional decisions. Additionally, all teachers have viewed and used the item analysis from the 2014 state exams and collaborated to improve practice around core curriculum. Administration and Network Support have provided all teachers with professional development on collecting and using formative and summative data sets.

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	123,840.00	X	8, 11, 14, 18, 21, 22, and 25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	110,577.00	X	8, 11, 14, 18, 21, 22, and 25
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,229,484.00	X	8, 11, 14, 18, 21, 22, and 25

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.

- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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. **PS106**, 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. **PS106** 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)

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 106
School Name PS 106Q		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	208	Total number of ELLs	9	ELLs as share of total student population (%)	4.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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											0
Dual Language											0
ESL	4	0	3	5	0	2					9

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	4	0	3	5	0	2	0	0	0	9
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	1	0								2
Intermediate(I)	0	2	0	1	1	1								5
Advanced (A)		0	1		1	0								2
Total	1	2	1	1	3	1	0	9						

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0

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

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

Several assessment tools are utilized to assess early literacy skills for our ELLs. This year, in grades K-2, teachers have administered the Fountas and Pinnell Benchmark Assessment. The End of Year Assessment is administered in the spring. These assessments determine

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

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

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

Regarding the LAB-R, our data shows that most of our eligible ELLs tend to score at the high beginner and intermediate levels. Our ELLs tend to advance steadily in their speaking and listening skills followed by reading and writing (writing being the last and most challenging). The NYSESLAT scores for the past three years (between 2011, 2012 and 2013) show an interesting pattern: scores in Reading*, with the exception of two students, rose steadily. Of the two students whose reading scores did not rise, one rose from 4 to 8 in 2012 and went down to 6 in 2013; the other student is a student who only has a reading score for 2011(second grader at the time) she then spent 2012 and 2013 attending school in Puerto Rico. There are no scores available for those two years spent in Puerto Rico. She returned to our school for this current school year (2013-2014). In regards to Listening, Speaking and Writing, most students' scores from 2011 to 2012 went up, there were a couple students whose scores remained the same. From 2012 to 2013 scores in Listening Speaking and Writing, with the exception of Reading*(see above), went down significantly. The strongest contributing factor for this dip in performance is the fact that our school was hit very hard by the Sandy storm. We lost an entire building, our early childhood academy which housed grades Pre-K through 2 and the ESL classroom. Unlike our main school building which has three stories and is also elevated, our early childhood building was a one story temporary structure that sat on ground level. When the Rockaways were flooded that building was completely flooded. We lost all of our teaching materials, books and records. When we got back to school, there was nothing to salvage. We were not even allowed in the building since it was deemed hazardous. All my ESL records, books, materials, cabinets and furniture were placed in a dumpster along with the materials and equipment of the other teachers. In like manner, many of our students' families living in the general vicinity of our school were equally devastated by the storm. We also had several teachers who lost their homes and belongings as a result of Sandy. On average, the storm caused our students to miss a month of school. The week of the storm there was no school. The two weeks following the storm,

our staff had to report to a school in South Jamaica until it was deemed safe to return to 106. Some of my ELLs relocated during the storm to live with relatives in other boroughs. When we returned to our main building following the storm, most of the time was spent trying to work out accommodations in the main building for the Pre-K through 2nd grade classes. I no longer had a classroom at my disposal as before. It took another week before all of the students were attending regularly as before. Needless to say, the negative effects of Sandy on the academic life of the school were far reaching as students and teachers worked to put their lives back together and regain a sense of normalcy. A palpable weariness was evident in both students and faculty. Nevertheless, we pressed on and prepared the students for the upcoming state exams and later the NYSESLAT as best we could. Although disappointing, I was not surprised by the drop in the scores in 2013.

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
- In planning my lessons, ELLs level of proficiency in English is carefully considered in designing appropriate and manageable tasks (ie. through differentiation). A Beginner ELL, for example, might be asked to simply find a vocabulary word on a worksheet and draw a line matching the word to a picture that illustrates it; an Intermediate ELL would be asked to find the word and match it with its definition, and an advanced ELL might be asked to use the word in a sentence.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ELL Identification Process
During the course of enrollment, all parents are required to fill out the Home Language Identification Survey (HLIS) to determine if the home language is a language other than English, or if the student's first language is other than English (which could indicate that the student may be limited English proficient). The pupil accounting secretary at our school is responsible for having parents fill out the HLIS form and contacting the ESL coordinator/teacher to provide assistance and orientation in filling it out. If the parent is not able to communicate in English upon enrolling, the pupil accounting secretary will show the parent(s) the DOE's Language Identification Guide to determine the language of the parent. The ESL teacher will then contact the Translation and Interpretation Unit to procure a translator (via phone) to assist in filling out the HLIS form and address other enrollment business. The ESL coordinator/teacher (certified) reviews the HLIS forms for all new enrollees. This review and subsequent LAB-R testing is conducted within the ten days following school enrollment to identify students who might be eligible for the LAB-R and possible services. (HLIS forms are also reviewed on an ongoing basis whenever a new student is admitted to the school). Mr. Lazarus, the ESL teacher, also confers with individual classroom teachers to get their feedback on all possible candidates being considered for services. Mr. Lazarus then conducts an informal interview in L1 and L2 with these students to informally assess level of the student's proficiency in L2, and to set an appointment for administering the Language Assessment Battery – Revised (LAB-R) and the Spanish LAB where appropriate.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Students who score below proficient on the LAB-R are deemed eligible for ESL services. Parents are notified by mail and phone and are invited to an orientation meeting to learn about the services offered to ELLs. This parent orientation meeting with the ESL coordinator/teacher takes place within the initial twenty days following enrollment. Parents will view the DOE Parents Orientation video in their native language and also in English explaining their options: Transitional Bilingual programs, Dual Language programs or ESL program. The ESL teacher explains that PS 106 currently offers only the ESL Program. Parents are also told which schools in the area offer Dual Language, and Transitional Bilingual Education. If parents do not speak or understand English, the ESL coordinator/teacher will make arrangements beforehand with the Translation and Interpretation Services Unit to procure a translator(s) for the orientation. All attempts to contact families of students that don't respond are logged. At least two attempts are made to invite parents to orientation. If they don't respond, students will be placed in a Transitional Bilingual Education Program as per guidelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are sent to parents prior to parent orientation. Phone calls and verbal reminders are also given by the ELL coordinator/teacher. Parent Survey forms and Program Selection forms are distributed at the orientation for parents to fill out. Most parents fill out the forms at the orientation and return them to the ELL coordinator immediately. Those parents who opt to take forms home are asked to return them within two days. If the forms are not returned follow-up phone calls are made to insure that forms are returned.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After viewing the video explaining the three options, parents are encouraged to discuss their preference(s) and ask questions prior to making their selection. In addition to the video parents are provided with online resources and pamphlets that further explain the options available to them. The ESL coordinator's aim (with the assistance of a translator for languages other than Spanish, if one is

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- The trend in program choices here at PS 106 has been that 100% of our parents opt for the Free Standing ESL program which is the choice we offer. Some possible explanations for the consistency of this program choice are: (1) Most of our students come to us with a basic grasp of English, ie from high beginner to advanced. (The rare student that enrolls at the very low beginner level has always been Hispanic.) Parents feel that their child's basic grasp of the language along with assistance from the ESL teacher (who is also proficient in Spanish) is sufficiently adequate to meet the child's academic needs. (2) Our parents' primary concern has always been that their child attain proficiency in English as quickly as possible. Parents come to us with the assumption that a program that approximates total immersion like our Free Standing ESL will give their child the best chance of acquiring proficiency in the second language quickly. This is the primary concern that is voiced during orientation. (3) Comparatively speaking, PS 106 is a small, family friendly school. It is also conveniently located. In addition to the first two reasons, parents appreciate the smaller size of our school and the ratio of staff to students. (4) As you can see from the demographic data, nearly ninety percent of our enrollees are Hispanic. The surrounding community also has a large Hispanic representation. Consequently, Hispanic parents tend to feel that their child's first language and cultural needs can be met primarily through the family and community. The fact that I, their child's teacher, am bilingual is another factor that at times will factor in their decision. The same rationale is true for our non-Hispanic parents (ie Pakistani, Bengali and Afghani). They will also select Free Standing ESL as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Ours is a Free Standing ESL Program (only). Instruction is provided primarily in English. However, native language glossaries, English and native language dictionaries, classroom library books in native language are used in conjunction to aid the student in English language acquisition. Where necessary, the ELL teacher will consult with the Translation and Interpretation Unit for additional assistance. ELLs are also encouraged to utilize the Dial-A-Teacher program (which provides assistance in the ELLs first language) when they have difficulty completing a homework assignment. The ESL teacher provides sheltered /scaffolding instruction to all ELLs. When ELLs are pulled out, the mini-workshop model is used along with differentiated tasks. During push-in, the ELL teacher provides one on one assessment and tutoring to target specific areas of need. To more effectively address areas where ELLs are struggling, the ELL teacher will often co-teach with the content area teacher providing the scaffolding (graphic organizers, developing frame of reference, helping student to expand academic and specific content area vocabulary, teaching decoding (phonics) and reading comprehension strategies, providing additional opportunities for student to practice and develop writing skills, reviewing and reteaching specific language usage issues necessary to address difficult subject matter.

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

Our program is only a free standing ESL program. With the exception of the Spanish LAB, all subsequent evaluations are done exclusively in English.

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

Evaluation of ELLs in the four modalities of English acquisition throughout the year is accomplished in several ways: 1) The results of the Periodic Interim Assessment given in November and the results of the NYSESLAT given in May are two of the primary ways that ELLs are evaluated in the acquisition of English in all four modalities. (2) As the ELL teacher, I carefully monitor and assess ELLs' progress in speaking, listening, reading and writing every time I meet with ELLs, and through input from the ELLs' gen ed teacher at ongoing conferences, (3) Acquisition of English is also evaluated by reviewing pre-tests and state test performance of ELLs. (4) Fountas and Pinnell Benchmark Assessment, ELA Performance Assessment Writing Prompts (MOSL), ECLAS-2 for grades K through 3 and EPAL also provide an accurate picture of ELLs' English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

a) Here are some of the measures that we propose to meet the needs of SIFE Students who may enroll here at PS 106 (currently there are no SIFE ELLs enrolled in our school):

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

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

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

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

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

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

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

c) Plan for ELLs in School 4-6 years

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

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

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

d) Plan for ELLs in School Over 6 years:

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

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

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

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

Close reading strategies are used, for example, an ELL-SWD with limited decoding skills listens to a specific vocabulary word that from an academic text. Without seeing the actual spelling of the word, the student is asked to locate the word in the text using what limited decoding skills they have (ie recognizing beginning and possibly ending sounds) to spot the desired vocabulary word. Using a Learning Experience Approach, students are encouraged to write short sentences related to an experience in class, or to self evaluate a lesson (what was easy, what was difficult, etc), student is also encouraged to write journal type entries. Graphic organizers are even more critical for ELL-SWDs as one of the tools in scaffolding instruction, as well as word walls and manipulatives (ie math), likewise, the use of Total Physical Response to help aid retention and to give facilitate learning for bodily-kinesthetic learners is also utilized when possible.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

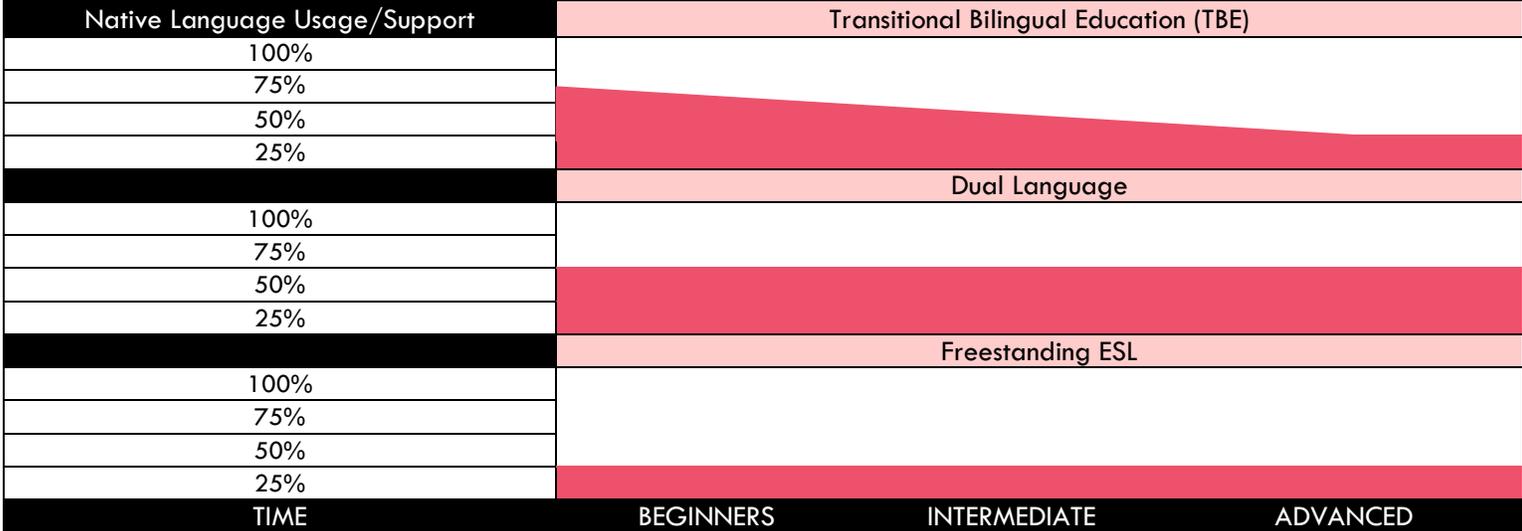
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

Gen Ed and Special Ed staff receive ELL training

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcella M. Sills	Principal		1/1/01
Tonya West	Assistant Principal		1/1/01
Paula Frazier	Parent Coordinator		1/1/01
Carlos Lazarus	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Larsen	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q106

School Name: 106Q

Cluster: 2

Network: 212

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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