

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE PARKCHESTER SCHOOL
DBN (i.e. 01M001): 11X106
Principal: EUGENIA L. MONTALVO
Principal Email: EMONTAL@SCHOOLS.NYC.GOV
Superintendent: MRS. MARIA LOPEZ
Network Leader: MS. PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Eugenia L. Montalvo	*Principal or Designee	
Christine O'Callaghan	*UFT Chapter Leader or Designee	
Monica Harris	*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>)	
	CBO Representative, if applicable	
Maureen Cahill	Member/ Teacher	
Vincent Ferri	Member/ Teacher	
Christina Rivera	Member/ Teacher	
Marla Smith	Member/ Teacher	
Mona Davids	Member/ Parent	
IManika Mandel	Member/ Parent	
Diana Neverson	Member/ Parent	
Lucy Nieves	Member/ Parent	
Valerie Torres	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students in grades 4 and 5 will show 10 point increase from 52 to 62 in median adjusted growth percentile data in ELA as measured by the 2014 -2015 School Quality Guide

Comprehensive Needs Assessment

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

77% of our present fourth graders scored below level 3 on their 2014 ELA Exam in Grade 3 and 78% of our present fifth graders scored below level 3 on their 2014 ELA Exam in Grade 4.

Instructional Strategies/Activities

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

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

As part of the 2014/2015 research-based school wide reform, a variety of instructional programs and strategies will be implemented to increase student performance in ELA :

1. ReadyGen is a Common Core Literacy program. The curriculum integrates reading and writing to promote student thinking with rigorous text-based questioning to build higher order thinking skills. Webb's DOK and Hess' Cognitive Rigor Matrix are embedded within the ReadyGen Program
2. Harcourt Journeys – This Common Core instructional program incorporates digital learning tools designed to provide enrichment and interventions for students of all reading abilities
3. Wilson/Fundations, a phonics based program designed to build and enhance decoding skills in grades K-1 and self-contained Special Education grades 4-5
4. Online memberships to eRead & Report and myON – interest based, leveled reading programs
5. Online membership to iReady- diagnostic tool designed to assess student reading levels in order to provide accurate instructional grouping, provide personalized instruction targeted to student's unique areas of need, monitor student and class progress in online instruction
6. AIS ELA/ Reading push-in/pull out services (3x per week) provide differentiated instruction in order to close the achievement gap and make exemplary gains
7. Saturday Academy Program- The Saturday Academy Program offers Level 1, Level 2, and ELL students additional support in Math and ELA
8. Teacher Team Meetings- Teachers meet on Common Planning periods at least 1x per week to collaborate and plan common core aligned lessons as well as discuss strategies/activities that will support all students in accessing rigorous tasks
9. Use of Ready New York CCLS books to reinforce skills and strategies learned in ELA throughout the week based on grade level standards students are expected to master; offering practice in multiple choice, short and extended response questions
10. Use of Repurposed Work Day to analyze and track student data- Teachers will use data from the following resources in order to modify and differentiate instruction: Citywide MOSL- ELA, student work, ReadyGen Assessments, iReady diagnostics, teacher conference notes, and performance tasks. Additional planning time is provided once a week for inquiry

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

1. Classroom teachers, Cluster teachers, ELA AIS teachers, SETSS providers, ESL Instructors; SMART Board, ELMO, Digital Companions ie. Pearson Education
2. Classroom teachers, Cluster teachers, ELA AIS teachers, SETSS providers, ESL instructors; SMART Board, ELMO, Digital Companions ie. Harcourt ThinkCentral
3. Classroom teachers, ESL instructors, and SETSS providers
4. Classroom teachers, ESL instructors, technology teacher and laptops
5. Classroom teachers, ESL instructors, technology teacher and laptops
6. ELA instructors, and ELA AIS instructors
7. Selected classroom and AIS teachers; Resources will include test preparation materials that reflect the Common Core Learning Standards in ELA

8. Classroom teachers, Cluster teachers, ELA AIS teachers, SETSS providers, ESL Instructors, and administration
9. Classroom and AIS teachers; resources that incorporate rigorous questioning techniques that simulate NYS ELA Exam
10. Classroom teachers, Cluster teachers, ELA AIS teachers, SETSS providers, ESL Instructors, Supervisors; Resources used include Fall and Spring MOSL Tests (ELA), iReady reports, Ready Gen Unit Tests, PBAs, and student work

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

1. 70% of student population in grades 4 and 5 will score a level 3 or higher on the ReadyGen Unit Assessments; students will demonstrate a 10 point increase on the median adjusted growth percentile data, which will be measured through a comparison of the Fall and Spring ELA MOSL Tests
2. 70% of student population in grades 4 and 5 will score a level 3 or higher on the ReadyGen Unit Assessments; students will demonstrate a 10 point increase on the median adjusted growth percentile data, which will be measured through a comparison of the Fall and Spring ELA MOSL Tests
3. At least 80% of the student population in grades 4 and 5 will increase within their Lexile Levels by May 2015 when compared to the initial data collected in September 2014
4. 70% of students will demonstrate at least one level of growth as assessed through the iReady monthly Progress Reports
5. 70% of students will demonstrate at least one level of growth as assessed through the iReady monthly Progress Reports
6. 80% of the targeted AIS students will demonstrate at least one level of growth in ELA as demonstrated by the NYS ELA
7. 90% attendance during the Saturday Academy Program
8. 100% of staff will participate and contribute during Teacher Team Meetings, as indicated by minutes and sign-in sheets.
9. 100% of students will complete weekend homework assignments in ELA with at least 70% accuracy
10. Teachers will analyze the results of teacher-created as well as standardized assessments in order to maintain that the targeted students are progressing toward a higher level of achievement on the ELA Exam

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015
5. September 2014 to June 2015
6. September 2014 to June 2015
7. January 2015 to April 2015 8:30 am – 1:00 pm
8. September 2014 to June 2015
9. September 2014 to April 2015
10. September 2014 to June 2015

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

1. Common planning periods, twice per week- grades K-5, 90 minute ELA blocks
2. Common planning periods, twice per week- grades K-5, 90 minute ELA blocks
3. Common planning periods, twice per week- grades K-5, 90 minute ELA blocks- K-1 and Self Contained Special Education classes 4-5
4. Common planning periods, twice per week- grades K-5, 90 minute ELA blocks
5. Common planning periods, twice per week- grades K-5, 90 minute ELA blocks
6. Grade 4 and 5 classes receive ELA AIS support 3x per week for 45 minute periods
7. Saturday Academy sessions will occur 1x per week from 8:30am-1:00pm using a Common Core correlated program
8. Common planning periods, twice per week- grades K-5
9. Assignments reflect grade level Common Core Standards
10. Mondays- 80 minutes provided for Professional Development Opportunities, Tuesdays- 30 Minutes for parent engagement, 45 minutes for other professional duties, i.e. common planning

Strategies to Increase Parental Involvement

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

1. Working with Regents Fellows to provide parents with ELA workshops designed to support the ELA Common Core Learning Standards

2. Working with Regents Fellows to provide parents with ELA workshops to familiarize parents with testing formats and strategies
3. Provide explanatory materials pertaining to the Foundations Program
4. Provide parents with data on their child's ELA progress as well as access through parent/teacher correspondence
5. Continue to provide parents with data and access to technology resources that they can use to support their children's academic needs.
6. Encourage parents to attend workshops on ELA strategies and techniques
7. Invite ESL parents to attend Language Acquisition classes
10. Parent workshops and meetings designed to familiarize parents with the NYS ELA Exam, rigorous Common Core demands, student progress

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP funds will be used in order to further support our students in ELA by differentiating instruction, utilizing Title I ELA teachers in a push in/pull out model to support all students as well as provide small group instruction. Title I Staff members will also provide staff with ongoing professional development on the Common Core Learning (ELA) Standards and ongoing ReadyGen professional development. In addition, an ELA Test Prep/Sophistication after school and/or Saturday Program will be scheduled in order to continue to provide our children with further support/intervention. ELA intervention materials will be purchased for these programs. Funds will also be used in order to continue to provide all staff members with ongoing professional development on the following topics: Common Core Learning Standards in ELA, Citywide ELA Expectations. Differentiated Instruction for target students, students with disabilities and English Language Learners

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, students in grades 4 and 5 will show a 5 point increase, from 60 to 65, in median adjusted growth percentile data in mathematics as measured by the 2014-2015 School Quality Guide.

Comprehensive Needs Assessment

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

71% of our present fourth graders scored below level 3 on their NYS Math Exam in third grade.

60% of our present fifth graders scored below level 3 on their NYS Math Exam in fourth grade

Instructional Strategies/Activities

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

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

As part of the 2014/2015 research-based school wide reform, a variety of instructional programs and strategies will be implemented to increase student performance in mathematics:

1. The Go Math Program will be used to support students in developing fluency, conceptual understanding and application skills required of the Common Core Math Standards through rigorous mathematical practices and guided support.
2. Online membership to iReady- diagnostic tool designed to assess conceptual understanding as well as procedural fluency and reflect Common Core's focus on rigor, relevance and coherence; provide accurate instructional grouping, provide personalized instruction targeted to student's unique areas of need, monitor student and class progress in online instruction
3. Use of Ready NYS CCLS test sophistication materials to review and reinforce skills and strategies learned in math based on grade level standards that students are expected to master offering practice in multiple choice, short and extended response questions
4. AIS Math push-in/pull out services (3x per week) will provide differentiated Instruction in order to close the achievement gap and make exemplary gains.
5. Saturday Academy Program- The Saturday Academy Program offers Level 1, Level 2, and ELL students additional support in math.
6. Teacher Team Meetings- Teachers meet on Common Planning periods at least 1x per week to collaborate and plan lessons as well as to discuss strategies/activities that will support student access to rigorous mathematical tasks
7. Use of Repurposed Work Day to analyze and monitor student data- Teachers will use data from the following resources in order to modify and differentiate instruction: Citywide MOSL- math, Go Math chapter/unit Tests and Performance Tasks, student work, and teacher conference notes. Additional planning time is provided once a week for inquiry work around mathematics

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

1. Classroom teachers, Math AIS teachers, Cluster Teachers, SETSS providers, ESL instructors; SMART Board, ELMO, Digital Companions ie. Think Central, and Engage NY
2. Classroom teachers, ESL instructors, and technology teacher and laptops
3. Classroom and AIS teachers; Resources incorporate rigorous questioning techniques that simulate NYS Math Exam
4. AIS Math Teachers
5. Selected Classroom and AIS Teachers. Resources will include test preparation materials that reflect the Common Core Learning Standards for math
6. Classroom teachers, Cluster Teachers, SETSS providers, ESL instructors
7. Classroom teachers, Cluster teachers, Math AIS teachers, SETSS providers, ESL Instructors, Supervisors; Resources used include MOSL (Math), Go Math Chapter Analysis Spread Sheets, and student work

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

1. 75% of student population in grades 4 and 5 will score Level 3 or 4 on Go Math Mid-Chapter Checkpoints, Chapter Tests, Constructed Response Questions, and Performance Tasks
2. 70% of students will demonstrate at least one level of growth as assessed through the monthly Progress Reports
3. Students will demonstrate a 5% increase on the median adjusted growth percentile data, which will be measured through a comparison of the Fall

and Spring Math MOSL

4. 80% of the targeted AIS students will demonstrate at least one level of growth in Math based on the NYS Math Exam
5. 90% attendance during the Saturday Academy Program
6. 100% of staff will participate and contribute during Teacher Team Meetings, as indicated by minutes and sign-in sheets.
7. Teachers will analyze the results of teacher-created as well as standardized assessments in order to maintain that the targeted students are progressing towards a Level 3.

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. December 2014 to June 2015
4. September 2014 to June 2015
5. January 2015 to June 2015 8:30am- 1:00pm
6. September 2014 to June 2015
7. September 2014 to June 2015

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

1. Common planning periods, twice per week- grades 1-5, 90 minute Math blocks; AIS Math Push-in teachers 3x per week
2. Common planning periods, twice per week- grades 1-5, 90 minute Math blocks
3. 90 minute Math blocks in Grades 4 and 5 with Math AIS support 3x per week for 45 minute periods
4. 90 minute Math blocks in Grades 4 and with Math AIS support 3x per week for 45 minute periods
5. Saturday Academy sessions will occur 1x per week from 8:30am-1pm using Triumph
6. Common planning periods, twice per week- grades K-5, 90 minute Math blocks, with Math AIS support
7. Mondays- 80 minutes provided for Professional Development Opportunities, Tuesdays- 30 minutes for parent engagement, 45 minutes for other professional duties, i.e. common planning

Strategies to Increase Parental Involvement

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

1. Provide parents with Math workshops designed to explain the mathematical practices and provide resources for at-home use; DIAL A TEACHER- Distribute phone number to parents for homework assistance.
2. Continue to provide parents with data and access to technology resources that they can use to support their children's academic needs.
3. Provide parents with resources such as iReady and EngageNY that they can use to support their children's academic needs.
4. Encourage parents to attend workshops on math strategies and techniques
5. Invite ESL parents to attend Language Acquisition classes
7. Parent workshops and meetings designed to familiarize parents with the NYS ELA exam, rigorous Common Core demands, student progress

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP funds will be used in order to further support our students in Math by differentiating instruction, utilizing Title I Math teachers in a push in/pull out model to support all students as well as provide small group instruction. Title I Staff members will also provide staff with ongoing professional development on the Common Core Learning (Math) Standards and ongoing GoMath professional development. In addition, a Math Test Prep/Sophistication after school and/or Saturday Program will be scheduled in order to continue to provide our children with further support/intervention. Math intervention materials will be purchased for these programs. Funds will also be used in order to continue to provide all staff members with ongoing professional development on the following topics: Common Core Learning Standards in Math, Citywide Math Expectations. Differentiated Instruction for targeted students, students with disabilities and English Language Learners.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, there will be a 10 point increase in the amount of parents that agree with being invited to an event at their child's school (workshop, program, performance, etc.) as measured by the School's Learning Environment Survey.

Comprehensive Needs Assessment

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

The increased rigor of the Common Core Learning Standards, in ELA and Math pose a challenge for parents to help their children become successful learners. According to our 2014 School Environment Parent Survey, only 60% of the parents indicated that they have been invited to an event at their child's school.

Instructional Strategies/Activities

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

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

1. Develop a plan to implement more parent workshops that communicate the following: expectation of the Common Core Learning Standards in ELA and Mathematics, supporting children in becoming college and career ready, and testing expectations
2. Use of Readerboard, school website, and parent letters (translated in multiple languages) to advertise workshops concerning Literacy Common Core Learning Standards, including practical strategies for supporting students at home
3. Use of Readerboard, school website, and parent letters (translated in multiple languages) to advertise workshops concerning Mathematics Common Core Learning Standards, including practical strategies for supporting students at home
4. Use of Readerboard, school website, and parent letters (translated in multiple languages) to offer ELA, Math, Science (Grade 4) and ELL Workshops to familiarize parents with testing format and expectations
5. Invite parents to workshops, meetings, etc. during the Repurposed Work Day

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

1. Principal, Assistant Principals, Title I Reading/Math/ESL teachers, Parent Coordinator, PTA ,Title I PAC, Guidance Counselor, and interested teachers
2. Principal, Assistant Principals, Title I Reading/Math ESL teachers, Parent Coordinator, PTA, Title I PAC, and interested teachers
3. Principal, Assistant Principals, PTA, Title I PAC, Title I Math Teachers and interested teachers
4. AIS ELA and Math teachers, science teacher, ESL teachers, classroom teachers
5. Principal, Assistant Principals, Title I Reading/Math/ESL teachers, Parent Coordinator, PTA ,Title I PAC, Guidance Counselor, and interested teachers

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

1. Develop a parent evaluation/reflection form for Literacy and Math CCLS, college and career readiness and testing expectations workshops
2. Receipt of tear-off portion of invitation/parent letter from 75% of target recipients compared to Parent Sign-in/Attendance sheets and an increase in the percent of parents who indicated being invited to an event at PS 106 on the Parent Survey
3. Receipt of tear-off portion of invitation/parent letter from 75% of target recipients compared to Parent Sign-in/Attendance sheets and an increase in the percent of parents who indicated being invited to an event at PS 106 on the Parent Survey
4. Receipt of tear-off portion of invitation/parent letter from 75% of target recipients compared to Parent Sign-in/Attendance sheets and an increase in the percent of parents who indicated being invited to an event at PS 106 on the Parent Survey
5. A decrease in the percent of parents who indicated a lack of events at PS 106 on the Parent Survey

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

1. Complete plan by January 2015
2. Literacy Workshops – January – June 2015 (including Common Core Literacy Standards test prep)
3. Mathematics Workshops –January- June 2015 (including Common Core Math Standards test prep)
4. Workshops on testing-January-March 2015
5. Tuesday, 2:30-3:10 pm, October 2014- June 2015

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

1. Leadership team meetings with teachers, parent coordinator, PTA, Title I PAC and Title I (ELA/MATH/ESL) teachers
2. Morning and evening dates scheduled in collaboration with parent coordinator/PTA/Title I parents/Title I (ELA/MATH/ESL) teachers
3. Morning and evening dates scheduled in collaboration with parent coordinator/PTA/Title I parents/Title I (ELA/MATH/ESL) teachers
4. Morning and evening dates scheduled in collaboration with parent coordinator/PTA/Title I parents/Title I (ELA/MATH/ESL) teachers
5. Tuesday, 2:30-3:10 pm, October 2014- June 2015 with teachers, parent coordinator, PTA, Title I PAC and Title I (ELA/MATH/ESL) teachers

Strategies to Increase Parental Involvement

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

1. The Parent Coordinator will analyze parent reflection forms in order to determine the need for additional workshops
2. Provide incentives for workshop participation (raffles, refreshments, etc.); and multi-lingual translations during workshop facilitation
3. Provide incentives for workshop participation (raffles, refreshments, etc.); and multi-lingual translations during workshop facilitation
4. Provide incentives for workshop participation (raffles, refreshments, etc.); and multi-lingual translations during workshop facilitation
5. Provide incentives for workshop participation and multi-lingual translations

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP, Title III, and Tax Levy allocations will be used to fund workshops, activities, translators, translated materials and incentives, increasing methods in which parents are notified regarding events. Meetings and workshops will conducted at varied times to accommodate parent schedules. In turn, leading to an increase in the number of parents who agree that they have been invited to events at PS 106 as reflected in the Learning Environment Survey.

Goal and Action Plan #4

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

Annual Goal #4

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

-

Comprehensive Needs Assessment

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

-

Instructional Strategies/Activities

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

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

1. -

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

1. -

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

1. -

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

1. -

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

-

Strategies to Increase Parental Involvement

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

-

Budget and Resource Alignment

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

-	Tax Levy	-	Title IA		Title IIA	-	Title III		Set Aside		Grants
---	-----------------	---	-----------------	--	------------------	---	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

-

Goal and Action Plan #5

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

Annual Goal #5

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

-

Comprehensive Needs Assessment

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

-

Instructional Strategies/Activities

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

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

1. -

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

-

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

-

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

-

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

-

Strategies to Increase Parental Involvement

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

-

Budget and Resource Alignment

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

-	Tax Levy	-	Title IA		Title IIA	-	Title III		Set Aside		Grants
---	-----------------	---	-----------------	--	------------------	---	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

-

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ReadyGen Program, Guided Reading and Writing Strategies, Close Reading Strategies, individual conferences during intervention time, test preparation program	Small Group instruction/one to one instruction where needed	During the school day 3X a week/45 minutes during intervention periods and during Saturday Test Preparation Program
Mathematics	Go Math, UPAC problem solving strategy, use of manipulatives, use of diagrams and pictures, tables and charts,	Small Group instruction, one to one instruction where needed	During the school day 3x per week/45 minutes during intervention periods and during Saturday Test Preparation Program
Science	Hands on work to reinforce the unit. Instruction is embedded into literacy units of study using an interdisciplinary approach	Small group instruction	During the school day/during intervention time
Social Studies	Instruction is embedded into literacy units of study using an interdisciplinary approach	Small group instruction	During the school day/during intervention time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, SETSS, OT, PT, Speech	Individual/small group	During the school day

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

8. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All P.S. 106 teachers are Highly Qualified based on the Basic Educational Data Survey completed during SY 2013 – 2014. • New teachers are recruited by the administration attending Job Fairs, contacting colleges, Network HRS support, DOE Teacher Recruitment Office, P.S. 106 staff recommendations, and recruitment through the Open Hire Market. • When openings are available, resumes are reviewed, and interviews are scheduled. The assistant principals and principal interview new candidates. • New teachers are also asked to model a lesson. • At PS 106, the retention of teachers is at an average of 97 – 98%. • Teacher selection is based on the assignment that is open. • New teachers are provided with mentoring during their first year. • New teachers are also supported by our Title I Literacy and Math teachers, assistant principal that supervises the grade, the grade leader, and school principal. • New teachers are also supported by our Network Instructional Team. • New teachers are supported with on-going professional development. • All teachers are provided with on-going professional development opportunities.

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).
<p>The following strategies will be utilized to enable students to meet the CCLS:</p> <ul style="list-style-type: none"> • Push-in modeling and co-teaching with individual teachers • Specific professional learning sessions concerning ELA/MATH/ELL to build content knowledge and provide teachers with additional strategies • Classroom inter-visitations to share best practices across grades • Grade level teacher team sessions focused on revising units of work, planning more rigorous tiered, differentiated lessons, looking at student work to analyze students' work, calibrate scoring using Common Core Learning Standards rubric and scoring guides, developing plans for next steps for students with intervention

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students involved in Temporary Housing are provided with at risk educational and counseling services. At the present moment we have no violence prevention programs, housing programs or Head Start.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Transitional plans used are the following:

- The two half-days in September when students come to school will be used for the students and parents to get to know the teacher, become familiar with the classroom environment and share the curriculum.
- Parent workshops will be offered during the two transitional days describing the Pre-K program, acquainting the students and parents with the school and providing them with ideas to help their children transition into school.
- Ongoing parent workshops, including parenting, literacy, math, nutrition, etc. all geared to parents of Pre-K students.
- Parents will be invited to spend time in the classroom as volunteers, observers and participate in class trips.
- Early Childhood Social Worker will provide workshops to assist the Pre-K parents with their child's transition to Kindergarten

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and administrators work collaboratively to select MOSLs and other appropriate assessment materials. Assessments are structured to evaluate student progress in mastering the Common Core curriculum. Student portfolios contain supplemental assessments that include, but are not limited to, examples of performance based assessments, performance tasks, writing assignments, and student work. A strategic assessment calendar has been developed and implemented on all grade levels detailing assessments whose results are analyzed during the Repurposed Work Day to improve instruction. Selected staff attend network level professional development sessions to build school capacity on the use of formative assessments.

TA Schools Only

Use of Program Resources

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

-

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

-

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy/Parent Compact

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

P.S. 106, The Parkchester School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

5. P.S. 106 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- The evaluation will be conducted via a parent survey in parents native language where feasible
- The survey will be conducted and reviewed by the Parent Coordinator, Title I and the PA Executive Board -
- Parents through their attendance at PA General Membership meetings, Saturday Academy (Parent program) and participation in Parent informational workshops presented by the PA, Title I, Parent Coordinator or School Staff will have an active voice in this evaluation
- DOE Parent survey returned to Parent Coordinator

6. P.S. 106 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Inform parents of workshops, conferences or classes both in and out of the State as well as those sponsored by the DOE, District 11, School or Community
- Inform Title I parents of mandated literacy training workshops in Math, Special Ed, ELL and ELA
- Provide Parents with workshops on The New Common Core Standards
- Provide Parents with workshops on The New Core Curriculum – ReadyGen and GoMath
- Assist parents with acquiring any equipment or materials which may be needed to ensure their child's academic success
- Provide parents with parent brochures and access to the Parent Resource Library within the school via the Parent Coordinator
- Obtain the services of outside guest speakers to address parent needs and concerns

7. The school along with Title I will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- Informing parents of workshops, conferences or classes both in and out of the State as well as those sponsored by the DOE, District 11, School or Community
- Assisting parents with acquiring any equipment or materials which may be needed to ensure their child's academic success

8. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

- Providing professional development to staff i.e. EPIC (Every Person Influences Children) program
- Outreach to Community organizations which provide training for staff in working with parents to increase parental involvement

9. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

- Referring parents to the Office of Enrollment for preschool programs
- See # 4 above

10. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- Sending home school and parent newsletters translated in Parent's native language
- Sending home monthly school calendars
- Conducting parent workshops
- Posting relevant information on the PA and Parent Coordinator bulletin boards
- Informing parents of the District and DOE websites
- Local newspapers
- Learning environmental Survey
- SLT meetings (other parents attendance)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Ms. Mona Davids, Chair, Title 1 Parent Advisory Council. This

policy was adopted by the P.S. 106 on November 24, 2014 and will be in effect for the period of school year 2014-2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2014.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

SCHOOL-PARENT COMPACT

P.S. 106x – The Parkchester School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2014-2015.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

P.S. 106x – The Parkchester School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Implement an extended day program for students that targets the academic needs of the child. For e.g. A student not proficient in ELA or Math should attend classes in that subject for extended day.*
- Implement a Saturday program for students that targets the academic needs of the child. For e.g. A student not proficient in ELA or Math should attend classes in that subject for extended day.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

- November 13, 2014 - afternoon (12:30-2:30pm) and evening (5:00-8:00pm)*
- March 19, 2014 - afternoon (12:30-2:30pm) and evening (5:00-8:00pm)*
- May 13, 2014 – Evening Conference*

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

- Provide an informal report to parents on a monthly basis informing them on how their child is progressing in class and advising parents of areas that need improvement.*

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Provide monthly backpack notice to parents informing them that they can meet with their child's teachers every Tuesday afternoon

from 2:30 – 3:10pm.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Implement a "Class Parent" volunteer program.

Implement a monthly program where parents can come in and observe their child's class.

Ensure all notices to parents are sent out promptly.

Use a notification system to make phone calls, send email blasts and text messages to parents to notify and inform them of school activities, workshops and volunteer activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P.S. 106x – The Parkchester School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Attend every Parent-Teacher Conference
- Monitoring attendance and ensuring the school maintains correct attendance data on my child.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Pre-Kindergarten

- Learn my ABC's and numbers

Kindergarten

- Do my homework every day and ask for help when I need to.
- Read 15 minutes everyday

1st Grade, 2nd Grade and 3rd Grade

- Do my homework every day and ask for help when I need to.
- Read three (3) books per week
- Write a book report on each book
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School Parent(s) Student

Date: Date: Date:

DBN: 11X106

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 (SCEP) 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	\$781,892.10	X	See action plan

Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$239,258.00	X	See action plan
Title III, Part A	Federal	\$18,972.00	X	See action plan
Title III, Immigrant	Federal	\$17,791.00	X	See action plan
Tax Levy (FSF)	Local	\$5,463,661.00	X	See action plan

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Parkchester School	DBN: 11X106
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELL students receive daily ESL services in ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped within heterogeneous classes according to their NYSESLAT levels (beginners, intermediate, advanced). In a addition, newly admitted ELLs are evaluated and placed utilizing the results of the NYSITELL and Ready Gen baseline assessments. ELLs are placed in flexible reading and math groups based upon school assessments and the students learning needs. Since we are a School Wide Project school all students are entitled to Title I services in ELA/MATH/GUIDANCE. In addition, all eligible ELL students are invited to attend our ESL Saturday Academy program that will begin on January 17, 2015 and will conclude June 13, 2015, for a total 17 sessions. This program meets every Saturday during the hours of 8:30 AM to 1:00 PM. The language of instruction is English. Students will be grouped by grade and by ELL level of performance. We will have (1) - grades 1/2 ELL class, (1), grades 2/3 ELL class and (1) - 4/5 ELL class. The program will be taught by three certified ESL teachers. The materials that we have purchased to support our ELL student population are the following: "Imagine Learning - English as a Second Language Program", Rosetta Stone - ESL program, Leveled libraries from Attanasio and Associates, dictionaries, listening comprehension read alouds with audio tapes to listen, Spotlight on English workbooks, and the use of technology phonics and language programs will be used.

Part C: Professional Development

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

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

Begin description here: :Best practices in ESL instruction are provided via site based professional development which is built into the school program. All staff members receive training during professional development days, common preps, faculty conferences, teacher team meetings, grade meetings, during lunch and learn meetings and after school professional development opportunities. ESL specialist, literacy coach, Network team ELL specialist and other staff members are invited to provide ongoing support and share ELL methodologies, strategies and resources that will help them better meet the needs of our ELL population. All staff members are provided with training/professional

Part C: Professional Development

development in order to better understand the ELL population, so that their academic needs are met. In addition, data that is available is used in order to better drive and differentiate instruction for our ELL population. We continue to encourage our staff to use the DOE Common Core Library resources, SchoolNet and New York Engage that will support, enhance and equip them with additional strategies and techniques that will improve the instruction for our ELL students.

The following topics/professional development opportunities will be provided to staff:

Topic 1 - Questioning Techniques in the ESL Classroom

Rationale: How can students comprehension be deepened through accountable talk?

Date: January 26, 2015

Time: 2:30 pm - 3:50 pm

Name of Providers: ESL Teachers - Ms. Cleary, Ms. Ranelli and Ms. Rivera

Audience: All Staff - Classroom teachers, Title I Reading/Math, Paraprofessionals, Cluster Teachers, Supportive Staff Members and Administration

Topic 2 - Supporting Vocabulary Instruction for English Language Learners

Rationale: How can oral and writing skills be improved through vocabulary development?

Date: February 24, 2015

Time: 3:10 - 3:45 PM

Name of Providers: ESL Teachers - Ms. Cleary, Ms. Ranelli and Ms. Rivera

Audience: All Staff - Classroom teachers, Title I Reading/Math, Paraprofessionals, Cluster Teachers, Supportive Staff Members and Administration

Topic 3 - Scaffolding techniques which deepen Comprehension for English Language Learners

Rationale: Which strategies best support English Language Learners in ELA?

Date: March 30, 2015

Times: 2:30 PM - 3:50 PM

Name of Providers: ESL Teachers - Ms. Cleary, Ms. Ranelli and Ms. Rivera

Audience: All Staff - Classroom teachers, Title I Reading/Math, Paraprofessionals, Clusters Teachers, Supportive Staff members and Administration

Topic 4 - RTI in the ESL Classroom

Rationale: What are scaffolding techniques to meet the challenges/needed for ELL's?

Date: February 10, 2015

Time: 3:10 - 3:45 PM

Name of Provider: Ms. Morales - RTI Teacher

Audience: ESL Teachers

Topic 5 - Supporting vocabulary instruction for English Language Learners

Rationale: What are the best techniques for helping ELL's develop content vocabulary?

Date: March 3, 2015

Times: 3:10 - 3:45 PM

Name of Providers: Title I Math Teachers - Ms. Fazio, Ms. Smith and Ms. O'Callaghan

Audience: ESL Teachers

Part D: Parental Engagement Activities

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

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

Begin description here: The ELL Parent Saturday Academy is designed to teach parents conversational English, in order to promote higher academic achievement for ELL students. They meet on Saturdays from 8:30 AM to 1:00 PM; this program will begin on January 17, 2015 and will conclude June 13, 2015. During these sessions our teacher uses the auditorium to demonstrate conversations with parents and has groups of parents pair by English Language ability. The philosophy behind Saturday Academy parent class is that by increasing the English language abilities of the parents that will empower them to get more involved in their children's education and become more independent in our ever changing society.

Additional Parent Engagement Meetings to be held by the ESL Department beginning in February 2015, will cover the following:

Topic 1: Helping your Child with Reading

Rational: Children who engage with their parents in "booktalk" develop literacy skills faster

Date: February 24, 2015

Time: 8:45 AM - 10:00 AM

Audience: Parents of ELL students

Topic 2: How to Use School-Based technology at home to develop your Child's Literacy Skills

Rational: How to help parents use I-Ready to improve students ELA comprehension skills

Date: March 17, 2015

Time: 8:45 AM - 10:00 AM

Audience: Parent of ELL students

Topic 3: How to Help your Child prepare for the spring 2015, NYSITELL Exam

Rational: Introduction to exam modalities, strategies for achievement

Date: April 28, 2015

Time: 8:45 AM - 10:00 AM

Audience: Parent of ELL students

Parent Notification will be done by sending home flyers/letters in the parents native language. These flyers/letters will be backpack with our students.

Part E: Budget

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

Allocation Amount: \$0

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 106
School Name The Parkchester School		

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 Eugenia L. Montalvo	Assistant Principal Sandra Solis/Elizabeth Velez
Coach (Literacy) Jacqueline Heyward	Coach (Math) Marla Smith
ESL Teacher C. Rivera/D. Ranelli/F. Cleary	Guidance Counselor Ava Jackson
Teacher/Subject Area Bedenetta D'Erasmo/ Reading	Parent Elaine Polanco
Teacher/Subject Area Joy Fazio/Math	Parent Coordinator Catherine Acosta
Related Service Provider Darcy Rodriguez	Other type here
Network Leader(Only if working with the LAP team)	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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)	1243	Total number of ELLs	149	ELLs as share of total student population (%)	11.99%
--	-------------	----------------------	------------	---	---------------

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	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	5	0	0	0	0	0								5
Push-In	0	5	5	5	5	5								25
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	117	ELL Students with Disabilities	16
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	129	0	11	19	0	4	1	0	1	149

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	129	0	11	19	0	4	1	0	1	149
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	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>n/a</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	9	13	10	10								52
Chinese			2	1		1								4
Russian														0
Bengali	6	10	19	15	12	17								79
Urdu														0
Arabic	1	2	2		2	0								7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		0	2	3									7
TOTAL	13	18	32	31	27	28	0	149						

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)	6	13	11	5	10	7								52
Intermediate(I)	0	4	10	3	9	9								35
Advanced (A)	7	1	11	21	9	13								62
Total	13	18	32	29	28	29	0	149						

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	14	7	3	0	24
4	18	8	2	0	28
5	17	9	1	0	27
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	0	12	0	2	0	0	0	30
4	8	0	9	0	12	0	2	0	31
5	25	0	7	0	4	0	1	0	37
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	5	0	18	0	8	0	31
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics					
Global History and					
Geography					
US History and					
Foreign Language					
Government					
Other _____					
Other _____					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessments tools that our school uses to assess the early literacy skills of our ELL students are:

- DRA Assessment
- Fountas and Pinnell

-Phonetic components of ECLAS

-Teacher made assessments

The insights that this data provides about our ELL students is the following: Depending on the native language that our students speak and/or prior schooling that they have, some students make an attempt to phonetically decode letters and words, but their comprehension is very low. This data will help the ESL Teacher differentiate instruction in order to better meet the needs of our ELL students. This data is used as the foundation that will then be used by the ELL teacher and/or classroom teacher to support the learning for our students. (NO Quantitative data is available at the present moment).

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

Students in the lower grades tend to have a higher proficiency level of English in the LAB-R and NYSESLAT exams. The LAB-R for the lower grades is majorly speaking and listening. Whereas, for the upper grades, there is a significant amount of reading and writing required. The data patterns that are evident are as follows, the reading and writing components of the LAB-R and NYSESLAT are difficult for students to achieve proficiency. During the spring term when students are assessed with the NYSESLAT, as far as the reading and writing components, it takes on the average two - four years for students to achieve proficiency. The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.

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

Based on the data that is available during the beginning of the academic school year the ELL teachers use the NYSESLAT modalities - reading/writing and listening/speaking to differentiate instruction and provide students with the strategies and techniques to support their learning. Students remain in the extended day program and receive instructional support in the skills that they need further interventions on. The ELL teachers articulate and plan goals for students based on their instructional level. The data reveals that students can learn best when skills are spiraled and reinforced on a daily basis. The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.

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?

ELLs are entitled to be offered the option of taking the Math and Science exams in their native language as a testing accommodation. Native language support is a component of the ESL program. ELLs who take exams in their native language fare better in the long run over ELLs who take exams in English. However; there are variables to this trend. ELLs who take exams in their native language tend to fare better than in English when they recently arrive in the U.S. Also, the prior education of the ELL student is a factor in the exams of students taking the exams in their native language and English, but more so in their native language. The more education the student received prior to arriving in the U.S., the better the ELL student fares on exams in their native language. There tends to be more male Level 1 ELLs than female Level 1 ELLs, e.g. there were 23 male Level 1 ELLs last year tested during the NYSESLAT to 12 female Level 1 ELLs. Male Level 1 ELLs tend to stay Level 1 or Beginners longer especially in the primary grades. This leads us to focus on the literacy skills needed to read and write, especially during the primary grades. There are more Level 2/3 ELLs, intermediate ELLs, across the grades and the ELLs tend to stay at these levels the longest. This helps us to focus on the vocabulary, reading and writing skills necessary to not only approach grade level but to approach the next level in order to have the skills necessary for the next grade and test proficient in state exams.

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](#))

- The school uses the Multi-Tiered Model in order to guide instruction for ELLs, following the RTI framework.

A. Using the three (3) Tiered model, which includes the core instructional program at Tier 1, targeted interventions for ELL students who need additional help at Tier 2 and for those requiring intensive interventions at Tier 3, the school has developed an RTI team that will use the student data to provide timely and effective support.

B. Plan and coordinate benchmarks, progress monitoring and intervention planning with staff (when, what, who, where). Create an organized plan to accommodate unique needs for ELLs for benchmark and progress monitoring.

C. Identify and plan school resources for assessment and intervention for ELLs at each tier, using the data that is available. Have a balance of supports across tiers, from a sound core curriculum to intensive interventions and assessments.

D. The use of data will support the instruction of our ELL students in order to focus on each Tier and implement the following within the tiers. Such as: Differentiated Instruction for ELLs - Tier 1. Focus on Academic Strategies in Tier 2 and 3.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students are provided with ESL support during the instructional delivery of the curriculum on the subjects that are taught in their in the grade that they are in.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
-State Report Card is reviewed annually. Since the schools receives a Safe Harbor for ELL students, the program that services our ELL students reflects that we are meeting AYP for our ELL population.

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](#).)

Paste response to questions 1-6 here

PART IV: ELL Identification Process

1. Parents and students are informally interviewed when completing the Home Language Identification Survey. Parents are provided with the HLIS upon registration for their children entering a NYS school for the first time. The HLIS is provided in the parent's native language. If translation services are required, we seek assistance with our parent coordinator. Ms. Catherine Acosta, our parent coordinator, along with Ms. Solis, Ms. Velez, our assistant principals, and Ms. Montalvo, our principal, provide assistance to our Spanish speaking parents. We also have Bengali translators. Ms. Hasnat Ja, and Ms. Selena Kaiser, school aides, whom provides assistance with our Bengali speaking parents. We also have some of our learning leaders, parents, who speak Chinese if their assistance is required. The HLIS is completed by the parent in the presence of a pedagogue. If a pedagogue is not available, an appointment is made with one of the members of the ESL team.

The teachers that administer the English LAB-R are Ms. Christine Rivera, Ms. Denise Ranelli, and Ms. Frances Cleary, ESL teachers. Students that need to be tested with the Spanish LAB-R are tested by Ms. Christine Rivera who also speaks Spanish.

Based on the Home Language Survey, and informal interview, ESL teachers determine whether or not students need to be LAB-R tested. All LAB-R eligible students are tested within 10 school days of registration. The pupil accounting secretary will inform the ESL teachers that new ELL students have been registered. They will receive the HLIS document in order to verify ELL status prior to testing. ELL teachers administered the English LAB-R and once they have hand scored this exam they will determine the if the proficiency level of the student. If the student's native language is Spanish, Ms. Rivera will then administer the Spanish LAB exam. After testing the students and hand scoring these exams, students are grouped based on their proficiency level to determine the mandated minutes they are required to receive according to Part 154 of the Chancellor's Regulations.

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.

The ESL teachers and parent coordinator hold a Parent Orientation meetings. The Intial Parent Orientation Meetings is conducted in September. Parent Orientaion Meetings are also conducted throughout the school year as new students continue to arrive. During these meetings, parents are informed of the ESL Programs available for English Language Learners (Dual Language, Transitional Bilingual Education and Freestanding ESL). Translated materials are provided in their native language explaining the programs. At the end of the meeting, parents are given the Program Selection Form and Parent Survey to complete. The Program Selection Form and Parent Survey are also provided in the parent's native language. Parents are also given the opportunity to ask questions and discuss any concerns they may have. A translator is made available for assistance during these meetings. Parents are informed of the orientation well in advance via letter sent home in the school communication folder sent home every week. Parents are to sign and return confirmation of attendance. If parents are unable to attend, they are contacted by phone to make an appointment with the ESL teacher or to have the Program selections explained to them over the phone. Phone records are logged and located in the ESL room. Once completed, the Program Selection form are logged and securely stored in the ESL Compliance Binder, located in the ESL room. Parents that chose TBE or Dual Language are informed that our school does not currently offer such programs, but, if the program should become available, they would be contacted immediatley. With the assistance of the parent coordinator, we will assist parents that are interested in TBE or Dual Language Programs, in locating a school that has availability for these programs.

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

The Program Selection Form and Parent Surveys are disseminated during the Parent Orientation Meeting. All documents are securely stored in the ESL Compliance Binder located at PS 106 in room 233A. The ESL teachers are responsible for distributing Program Placement Letters, Entitlement Letters, and letters of Continuation of Services. The ESL teachers use a New Student Checklist to record the date in which letters have been sent home as well as returned. These documents are logged and securely stored at PS 106 in room 233A. Logs are regularly monitored to assure all documents are returned. The ESL teachers have the responsibility of making a copy for their files to ensure that all letters were sent home to the parent of any ELL student. Information is provided to our parents in their native language.

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.
- Once Program Selection Forms are completed, the ESL teacher records all parent responses onto the ELPC screen in ATS within 20 days of the student's registration date. As previously mentioned, the Program Placement letter, the Entitlement Letter and the letter Continuation of Services are distributed in the language preference of the parents and a copy is maintained and logged in the ESL room. If any further explanation is requested from parents, they are invited to meet with an ESL teacher with a translator present. Students are placed in the program based on the selection the parent chose. PS 106 currently does not offer a TBE or Dual Language Program. If any parents chose such programs, they are explained of the program we have available and that if they would like we will, with the assistance of the parent coordinator, assist those parents that are interested in TBE or Dual Language Programs, in locating a school that has availability for these programs. Original program selection and actual placement are recorded and maintained.

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.

Each year, prior to administrating the NYSESLAT, the ESL teachers cross reference their student roster to the RLER report an ATS to assure all eligible students are administered the NYSESLAT. Upon delivery of NYSESLAT materials we assure all test materials are accounted for and securely stored. To administer the Speaking section, the ESL teachers exchange class rosters to ensure no one is administering the assessment to their own students. ESL teachers test each student individually in a quiet location, safe of distractions and disturbances. ESL teachers read test scripts exactly as they are written in the Directions for Administrators Manual. Teachers record student responses. Then they repeat procedures for all ELL students.

The Listening, Reading, and Writing sections are administered in a whole class setting. As for the Listening section, safe of disturbances and distractions the ESL teachers assure students only have a test booklet, an answer document and a number two pencil. Teachers then begin administration by reading test scripts exactly as they are written in the Directions for Administrators Manual. Students record their responses onto the answer document provided. The Reading and Writing sections are administered similarly to the Listening section.

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 programming selected from the Parent Choice letters reflect the current programming at this school. Last year, 6 % of the

parents chose a program other than ESL with only 1 parent out of that 6% choosing Dual Language. The other 94% of the Parent Choice Letters, the parents chose ESL. So far this school year the trend is similar. The ESL population has decreased slightly, however; 9 % of parents chose TBE and 1 parent chose Dual Language. We will continue to monitor trends and parents programming choices and keep the parents informed of their choices through Parent Orientations, conferences and other school events and meetings.

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])?

At Ps 106, ESL Instruction is delivered by three ESL teachers who service two grades each. Each teacher services concurrent grades.

Working in concurrent grades helps with servicing and planning curriculum. Each grade, 1-5, is serviced separately using a push-in model. ESL teachers co-teach in to a room with heterogeneous ELLs. In Kindergarten, we have a pullout model due to the Kindergarten housed in a different building and they are in various rooms. The ESL teacher pulls out kindergarteners according to levels and minutes needed in a homogeneous manner. All English Language Learners are serviced in accordance to Part 154 of the Chancellor's Regulations, Beginning and Intermediate level students receive 2 units or 360 minutes of ESL instruction and Advanced students receive 1 unit or 180 minutes of ESL instruction and 1 unit of ELA per week

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)?

All English Language Learners are provided the appropriate instructional minutes as per CR Part 154. Part 154 of the Chancellor's Regulation explains the requirements of English language instruction for English Language Learners. Such requirements indicate 2 units or 360 minutes per week of ESL instruction must be provided to the Beginning and Intermediate level students. Whereas, the

Advance level students are required to receive 1 unit or 180 minutes of ESL instruction and 1 unit of ELA instruction.

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

Articulation periods are provided to organize and plan instruction on a weekly basis. ESL teachers also collaborate with classroom teachers during a common planning period and differentiate content area instruction in the areas of ELA, math and social studies. All instruction is delivered in English. The use of native language dictionaries and the buddy system is used to foster native language support. Instructional approaches and methods used to make content comprehensible to enrich language development and meet the demands of the Common Core Learning Standards include: Alignment of language and content objectives with the Common Core standards, the SIOP model of instructional delivery (identify language and content objectives, build background, make connections [to self, to others, to world] through scaffolding, instructional conversation, use of strategies to unpack meaning, student oralcy practice, skill practice through application, review and assessment).

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

Students that share common native language are grouped together to assist one another in tasks and generate interactions in their native language. The use of dictionaries and books written in their native language are also available. Students are also provided with the opportunity to have the Math and Science State exams administered in their native language.

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

1. Listening:

Informal assessments are delivered as a part of daily instruction. Instructors check for understanding throughout a lesson. Student response serves as an indicator of the need for further scaffolding.

Formal assessments are administered on a weekly basis and given through teacher-designed tests, i.e., dictations; oral and written responses to teacher questions.

2. Speaking:

Informal assessments are delivered as a part of daily instruction. Instructors model both standard and colloquial spoken English for students. Students practice language production through both teacher-monitored guided reading, group choral readings, oral letter-sound correspondence cloze exercises, Rebus passages, and classroom discourse; for example, social speaking pair practice, such as Turn-and-Talk and Think-Pair-Share.

Formal Assessments take place on a weekly basis through teacher-designed tasks; for example, guided oral sentence completion, sequencing storytelling activities, and picture description activities, amongst others.

3. Reading: Students at every level engage in close text reading with CCLS-mandated texts, both independently, and in both small-group and whole-class groupings.

Informal Assessments vary by level and are given on a daily basis. They include flashcard phonics and picture identifications, as well as individual and choral read-alouds of levelled passages.

Formal Assessments vary by level and are given on a weekly basis. They include vocabulary-based picture-word matches, crossword puzzles, and passage readings with text-based questions.

4. Writing: Students engage in daily writing foundation skills tasks based on grade and proficiency levels. Student assessments include both constructed response and extended response writing prompts. Students are taught conventions specific to different types of writing (opinion, informative, narrative), as well as the writing process.

Informal Assessments include daily writing in students' Reading and Writing Journals, as well as Quick Writes in response to multiple sources. Depending on level of ability, students are evaluated based on sentence syntax, paragraph and/or compositional organization and syntax/conventions.

Formal Assessments are performance-based and require students to gather research and evidence from texts studied to demonstrate their acquisition of the unit's core understandings. Students are expected to apply each unit's writing conventions and skills to their final writing product.

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. Instructional learning outcomes for SIFE students are positively impacted through rigorous adherence to the state content and Common Core Learning Standards. Students receive daily intensive English language literacy instruction in both academic and

social language skills using city-mandated ReadyGEN materials. Licensed ESL faculty deliver sheltered content instruction in a push-in model which emphasizes team teaching. ESL and mainstream faculty meet regularly for ongoing common planning and discussion concerning weekly language and content development programming. Mainstream teachers receive training in ESL techniques from licensed ESL faculty. SIFE students are provided twice weekly extended-day learning opportunities which incorporate foundational study skills. P.S. 106 offers a mentoring system for SIFE newcomers with teachers as mentors who check on students' school environment adaptation, in addition to providing support for socio-cultural or linguistic difficulties.

b. Instructional programs for newcomer ELLs follow an ESL program model aligned to content standards and the Common Core State learning standards in English and Mathematics for students in grades K-5. Upon matriculating in the school, students are assessed and placed according to all NYSED prescribed sequential steps pursuant to CR Part 154 with instructional time based on the assessment outcome. Students are placed into self-contained grade-level ESL classrooms where they are taught through a cross-discipline team approach with cognitively age-appropriate instructional materials. ELL student groupings are flexible and based on students' similar linguistic/academic needs. Groupings range from beginner to advanced levels. Language instruction is direct and commensurate with a student's proficiency level. Material taught is differentiated through a mix of methodologies employing interdisciplinary, thematic, and sheltered approaches to instruction. Metacognitive strategies promote transfer of native languageskills to English. Explicit/guided models of instruction are focused on building academic foundations. Formative evaluation includes collection and analysis of student data to make instructional and programmatic refinements and improvements accordingly.

Newly arrived students, and students who have been in the New York City Public School system for less than three years, receive instruction in the core courses in an ESL program. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an MP3 player). ELLs also take part in guided readings, group readings and independent reading. Students learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth in their classroom as well as in preparation for the NYSESLAT, ELA and Content Area State exams.

c. Higher expectations are placed on students who have been in the NYC Public School system for 4 – 6 years. Instruction is at a higher level. These ELLs are more familiar with graphic organizers and the methodologies used in ESL instruction. They are encouraged to work independently and to do group work with less supervision. They are constantly asked to edit their own work prior to handing it in to the teacher. ESL teachers at P.S. 106 have implemented methods such as writing workshops, free writing and journal writing to sharpen students' skills. There is only one long-term ELL (6 or more years). This student is constantly encouraged to do her best and continues to receive instruction according to the mandates of ESL. High expectations are placed on this student as well as a great deal of scaffolding using the aforementioned methods. His needs are constantly reassessed and his instruction is enhanced by the constant use of manipulatives and pictures. Instruction is differentiated based on the student's needs in literacy and the content areas. This ELL participates in group work and is usually paired with other students who can support his understanding of the material.

ELLs receiving ESL services in a range from 4 to 6 years have been exposed to an English language school system for many years. They perform academically below their expected grade level and require different instructional interventions which generally involve recontextualizing information previously presented but not effectively learned. Instructional interventions include but are not limited to re-introducing content-aligned instruction in new ways and explicitly teaching study skills. Students who have left the newcomer program are monitored through formative assessment providing data used for program improvement.

d. Long-term ELLs, who have received ESL services for 6+ years, have a range of decoding, encoding, and comprehension skills in both their native language and English which are below grade level due to inconsistent instruction, ineffective study or learning skills, or long-term absence from the U.S. public school system. Standards-aligned supports comprise implementing instructional strategies that "scaffold" by building on each other to help students achieve standards, as well as focusing teaching on the learning needs of the individual student. Activities should provide both high challenge and high support whilst promoting language learning in meaningful contexts and disciplinary language use.

e. ELL Students who have tested proficient on State assessments are entitled to 2 years of additional English language support in all four language domains pursuant to CR Part 154 instructional time at a minimum. Articulated procedures for ELLs exiting the ESL program ease students' transition to the mainstream classroom.

ESL students that have scored Proficient on their NYSESLAT assessment continue to receiving transitional support for two years. All ESL students, including students scoring Proficient, have access to a growing library of bilingual literature with a strong focus on multicultural literature. Students that have scored Proficient are still allowed to have ESL testing accommodations during their first

two school years as English proficient. This extension will provide former ELLs with the opportunity to demonstrate their content knowledge while developing their linguistic and academic skills. Possible testing accommodations include: Time Extension, Separate Location, Third Reading of Listening Section (ELA only), Bilingual Glossaries, Simultaneous Use of English and Alternative Language Editions (not on ELA), Oral Translation for Lower Incidence Languages (not on ELA), and Writing Responses in the Native Language (not on ELA).

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?

All ELL-SWDs receive services mandated by their IEPs. Instructional strategies and grade-level materials used by our teachers of ELL-SWDs include thinking maps, Wilson and Foundations methodology, levelled libraries, non-fiction libraries, SmartBoard technology, and Imagine Learning software. In a co-teaching model, the Resource Room and ESL teacher provide instruction using SmartBoard technology and instructional strategies based on Verbalization and Visualization, along with standards-based vocabulary enrichment. Teacher teams collaborate to ensure lessons meet the individual IEP and ELL needs of the students.

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

The ELL/Students with Disabilities (SWD) population receive mandated teacher support services (SETSS) as per IEP prescription with or without monolingual services with ESL. The ELL/SWD population is serviced per IEP designation of five periods per week in a separate location in a maximum group size of eight. The ELL/SWD population is tested with The Brigance Diagnostic Comprehensive Inventory of Basic Skills. THE ELL/SWD population receives instructional services which supplement regular classroom instruction. The goal of the SETSS program for the ELL/SWD population is to provide direct individualized and small group instruction addressing specific learning deficits enabling the ELL/SWD population to function successfully in the mainstream. The ELL/SWD population is expected to achieve the following long term objectives:

- develop and refine a cluster of key reading skills; identifying the main idea, identifying details, making inferences, drawing conclusions and interpreting picture clues within 25 and/or 50 units in a specific multiple skills series leveled reading book.
 - develop and refine basic phonics concepts necessary for beginning through intermediate readers and strengthen visual perception with using the Explode the Code series leveled workbooks
 - develop and refine phonetic decoding as a strategy for unlocking meaning from a text using semantic and syntactic clues, as well as sounds and decipher unknown words within the clues to meaning
 - develop and refine the ability to understand the conventions, grammar and usage of the English language in written or spoken text to represent oneself appropriately by drafting, revising, correcting, editing and clarifying a specific piece of work.
 - develop and refine arithmetic and number concepts skills for adding & subtracting with and without regrouping, multiplying and dividing in order to decipher and compute simple to more complex operations within problems
- develop and refine the ability to solve mathematical word problems using mathematical terms, vocabulary and language
- Wednesdays and Thursdays during the 8th period (time: 2:30 P.M. – 3:20 P.M.) starting in September 2013 and concluding June 2014. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and NYS Content Area assessments. The primary focus of instruction is language development in the four modalities and development of higher order thinking skills in listening speaking, reading and writing. The development of content area knowledge will also be an area of focus. Teachers in the program will use student prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks to accomplish their goals for students.

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:	n/a		n/a	n/a
Social Studies:	n/a		n/a	n/a
Math:	n/a		n/a	n/a

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

Science:	n/a		n/a	n/a

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

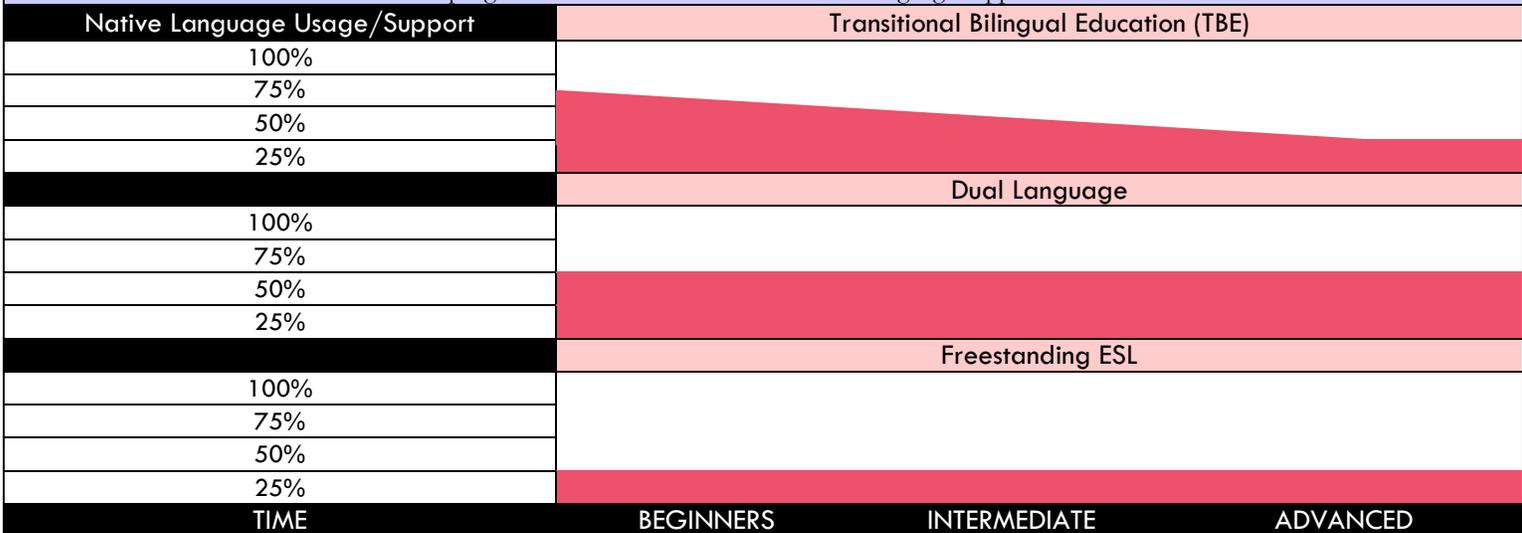
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- P.S. 106's targeted intervention program adheres to the Response to Intervention protocol. Instructional interventions are based on universal screening/benchmark assessments, data review, and teacher observation by classroom, ESL, and Title I grade-level faculty teams. English Language Learners are afforded equal access to after-school and supplemental school services such as Extended Day programs, Test Preparation programs, and Saturday Academy.
- a. SIFE Students
- ELA: Intensive literacy interventions include but are not limited to Wilson Foundations, Orton-Gillingham Multi-sensory Approach, and Rosetta Stone.
- Math: Mathematics interventions as prescribed through the Houghton Mifflin Harcourt GoMath! Intensive Intervention program.
- Social Studies/Science: In addition to a push-in Science teacher, small flexible skill groups receive targeted differentiation through sheltered instruction.
- b. Newcomers
- ELA: In addition to Title I and ESL push-in teachers, targeted interventions include additional guided reading groups, small flexible skill groups, after-school remediation, and sheltered teaching.
- Math: Mathematics interventions as prescribed through the Houghton Mifflin Harcourt GoMath! Intensive Intervention program.
- Social Studies/Science: In addition to a push-in Science teacher, small flexible skill groups receive targeted differentiation through sheltered instruction.
- c. Students Receiving 4 to 6 Years of Service
- ELA: Intensive literacy interventions include but are not limited to Wilson Foundations, Orton-Gillingham Multi-sensory Approach, and Rosetta Stone.
- Math: Mathematics interventions as prescribed through the Houghton Mifflin Harcourt GoMath! Intensive Intervention program.
- Social Studies/Science: In addition to a push-in Science teacher, small flexible skill groups receive targeted differentiation through sheltered instruction.
- d. Long-term ELLs
- ELA: Intensive literacy interventions include but are not limited to Wilson Foundations, Orton-Gillingham Multi-sensory Approach, and Rosetta Stone.
- Math: Mathematics interventions as prescribed through the Houghton Mifflin Harcourt GoMath! Intensive Intervention program.
- Social Studies/Science: In addition to a push-in Science teacher, small flexible skill groups receive targeted differentiation through sheltered instruction.
- e. Former ELLs
- ELA: In addition to Title I and ESL push-in teachers, supplemental targeted interventions include guided reading groups, small flexible skill groups, after-school remediation, and sheltered teaching
- Math: : Mathematics interventions as prescribed through the Houghton Mifflin Harcourt GoMath! Intensive Intervention program.
- Social Studies/Science: In addition to a push-in Science teacher, small flexible skill groups receive targeted differentiation through sheltered 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 school uses a push-in model. The push-in model is effective in our school because it allows for articulation between the classroom teacher and the ESL teacher. It provides additional scaffolding in the content areas. It allows for a deeper understanding of grade level materials. The students witness their English proficient classmates; they begin to develop language fluency, in turn, bringing them closer to English proficiency. The reading program offered at our school provides additional support for deeper comprehension through the use of close reading. Prompts for writing allow students to further develop their independent writing skills.
11. What new programs or improvements will be considered for the upcoming school year?
- Dual Language Program.
 - Mainstreaming students based on their ELL Proficiency levels.
 - flexible Programming
 - Based on numbers - Bilingual programs

12. What programs/services for ELLs will be discontinued and why?
None - programs/services will continue as mandated.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students participate in Extended School Days.
 - Students are invited to participate in our Saturday Academy (ESL, ELA, Math and Science programs).
 - Students are mainstream with the general education students.
 - Students are provided with enrichment programs in Art, Music, Drama, technology and Library.
 - Students receive Title I services, as the need as there.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that support our ELL student population are the following:
Rosetta Stone - ESL program, Leveled libraries from Attanasio and Associates, fiction and non-fiction books, large print dictionaries, picture dictionaries, listening comprehension read alouds with audio tapes to listen, Spotlight on English books and workbooks. Pearson's ReadyGen reading program with supporting books and a writing journal. Go Math program with student support/enrichment books and manipulatives. Several different phonics workbook series series of different ability levels. Wilson's Foundations materials, writing prompt cards and highlighters. Name/alphabet tags, number lines, alphabet borders, digraph cards, charts, puzzles and educational games. Primary grades and/or SWDs include big books, primary paper, rounded easy-to-hold scissors, thick pencils for smaller hands and sensory (alphabet) cards. Maps, globes, clocks, SMARTBOARDS, computers and laptops with various educational programming and websites. Elmo projectors to enhance learning in conjunction with the SMARTBOARD. RTI support materials for reading and math, flashcards, language cards, labeled classrooms, bulletin boards, classroom signs, posters and rules posted for students. Dry erase boards, musical instruments, songs, chants, poetry, MP3 Players and IPADS. Also, hands-on-materials for Science lessons and projects, For example: each student takes a turn to connect wires to batteries to complete a circuit, then they had to draw the complete circuit with vocabulary already preloaded and on the paper in front of them. Using hands on materials with visuals enhances the ELL's performance. Calendars, weather charts and thermometers for recording temperature. Word/vocabulary walls, word/alphabet journals for student referral and educational video clips and documentaries. Assessments; formal, informal and teacher created also assist in instruction and help to identify the strengths and weaknesses of our ELL population.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Materials are purchased in their native language in order to facilitate their learning.
 - Translation services are used in order to communicate with students/ via our educational assistants that speak their language, such as Spanish and/or Bengali.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Academic instruction is delivered to English Language Learners (ELLs) using several organizational models namely the push-in pull out. The length of time, grouping and plans for moving students from a pull-out to a push-in classroom depends upon the arrangement of the students within the classes. The program models are based on students' proficiency level (homogeneous and block) with differentiated instruction practices used in all classes. At 106 we have created ELL self-contained classes in grades 1-5, in order to better service our students. By creating self-contained ELL classes based on the ELL proficiency level of our students (beginners,intermediate,advanced) we can then meet the mandated periods/time that each group needs. In kindergarten, students receive their ELL services in a pull out model.
- Currently, there are three English as Second Language (ESL) teachers servicing the ELL population. Each of the ESL teachers focus on two consecutive grades so students are of similar ages and grades. One teacher services K/1, another ESL teacher services grades 2/3, and another ESL teacher, grades 4/5. This enables the ESL teachers to focus on particular curriculums for students close in age and grade. ESL students at the Beginning and Intermediate level are mandated 360 minutes of ESL instruction per week. Advanced ESL students require 180 minutes of ESL instruction per week. Each ESL teacher has six periods a day available for instruction. ESL students are grouped according to their level (Beginners, Intermediate, Advanced) within each grade. By focusing on two consecutive grades at a time, it enables ESL teachers to become more focused and experienced with students of similar ages and curriculum.
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.
- Either prior to, at the beginning, or during the school year, newly enrolled students are interviewed to gauge their English ability level and to determine whether they qualify for ESL services. Newly enrolled students are also given a packet with a welcome letter in their native language, an English glossary and mini-phrase book, P.S. 106 Star Student pencils, rubric, a map of the school, also labeled in their native language, and a list of phonics websites so that they can get a head start on English phonemes.

Also, new ELLS are given referrals, if needed, to different community outreach services in order to assimilate into the community/country as smoothly as possible. Besides ESL services and community outreach services, parents are included in the transition to the community and the school. Breakfast and lunch are offered to the children through the school. Parents are offered ESL services through the school during Saturday Academy. Also, new ELL parents are informed of the many parent workshops given by the school. (Listed below)

Parent workshops on the following topics conducted for our parents:

- Literacy/Math Family Nights
- Using technology as an educational support
- Social studies/Science programs
- ELA/Math test strategies
- NYS State Common Core Learning Standards
- Rubrics
- DOE Scope and Sequence – “What did you child learn in school today?”
- Goal setting for their children
- Utilizing library services
- Homework help,
- AIS interventions
- ESL strategies to use with their children

18. What language electives are offered to ELLs?

N/A - all ELL students are provided with their age and grade appropriate curriculum.

19. For schools with dual language programs:

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

N/A

+

C. Professional Development and Support for School Staff

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

Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings and are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition and ESL standards, guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology and the IEP and SETSS teachers collaborate with the ESL specialists to ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

Monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training.

In addition, the following professional development opportunities will be provided to the staff:

- ELL Home/School connection
- Professional development on ELL strategies such as Total Physical Response (TPR), CALLA and graphic organizers
- Lesson Planning for ELL students
- Collaborative lesson planning and alignment with the NYS Common Core Literacy and ESL Standards
- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Cognitive guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction
- Use of the Arts to support ELLs
- Use of the TPR (total Physical Response) approach to support student learning

Professional development is offered to ESL teachers through the Office of ELLs through the Cluster/Network, NYCDOE and the teacher's union. Professional Developments offering CCLS support are offered periodically and through a series of PDs in which ESL Teachers must attend all of them. Also, Team Professional Development is offered through the Office of ELLs also, to include an ESL Teacher, Specialized Teacher, Gen Ed Teacher and an AP. The current PD series the ESL teachers are attending is called "Improving ELL Achievement through CCLS-Aligned Instruction." The PD's are created with CCLS support; to include the NYSESLAT PD. Also, our school, PS 106, includes CCLS support for all teachers, including ESL teachers, during PDs. The PDs assist ESL teachers in planning and implementing instruction in the classroom to ELLs of all levels. Also, sharing new and helpful information with other ESL Teachers and classroom teachers assists in curriculum planning for ELLs of all levels.

Teachers, parent coordinators and other staff members are supported by the School Leadership Team in order to make the transition from elementary to middle school as effortless as possible for ELLs. The staff and faculty support the parents of ELLs and provide information and documentation in order to smooth the transition for the ELLs. ESL teachers and other staff maintain and send documentation along with the student's records. Guidance Counselors receive specific Professional Development to help with proper communication between school and home, proper documentation to include accurate scheduling for transition to middle school. This includes program and class choices as well as minutes serviced and ELL program placement in middle school. With proper guidance and

communication from the faculty, staff and counselors, fifth grade ELLs and their parents have a smooth transition into middle school.

ELL Training for teachers, including ESL Teachers, receive the mandated hours of ELL Training and Special Education training during Professional Developments or meetings at PS 106. This is documented by sign-in sheets and records maintained by the principal/vice-principal. Also, ESL Teachers/all teachers receive mandated PDs for ESL and Special Ed outside of the school as well per Office of ELLS and NYCDOE and NY state. These records are also kept by the principal and Regional office in NYCDOE. Also, each ESL Teacher/other teacher maintains a binder with PD documentation. ESL has a department binder with PD documentation and a personal binder which includes PD documentation.

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 in our school consists of workshops, trainings, extra-curricular activities and special events. Parents are encouraged to get involved in any activities pertaining to their children and students in general. Together with the Parent Coordinator, various workshops are conducted throughout the year. Such workshops focus on informing parents of strategies that can assist in English acquisition. Meeting focus on technological language support, providing parents with samples of work their children are required to accomplish and test prep materials and strategies. Materials are translated in various languages and translators are present during these workshops.

The school's Parent Coordinator partners with health providers and health insurance companies to bring information to the parents of ELLs. Meetings are held where parents are informed about different types of health insurance and life insurance for their family. The parent coordinator also provides nutrition and hygiene workshops for parents. A representative from the local New York Public Library talks to the parents to inform them of the different educational services they provide and that the library also has numerous books in various languages. Also, talks to parents about the importance of taking their children to the library and getting a library card. The needs and opinion of parents are evaluated through surveys, meetings, Parent Teacher Conference and individual consultation. At the beginning of each year, the Parent Coordinator holds orientation meetings to inform parents of the services their children may be getting as well as to get them acquainted with the school building and school personnel. We address the parents' needs through distributing information pertaining to educational resources for their child. We review such surveys and accommodate their needs with additional workshops.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>The Parkchester School</u>		School DBN: <u>11X106</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eugenia L. Montalvo	Principal		10/15/13
Sandra Solis/Elizabeth Velez	Assistant Principal		10/15/13
Catherine Acosta	Parent Coordinator		10/15/13
Christine Rivera	ESL Teacher		10/15/13
Elaine Polanco	Parent		10/15/13

Benedetta D'Erasmus	Teacher/Subject Area		10/15/13
Joy Fazio	Teacher/Subject Area		10/15/13
Jacqueline Heyward	Coach		10/15/13
	Coach		
Ava Jackson	Guidance Counselor		10/15/13
Petrina Palazzo	Network Leader		10/15/13
Denise Ranelli	Other <u>ESL Teacher</u>		10/15/13
Frances Cleary	Other <u>ESL Teacher</u>		10/15/13
Elizabeth Velez	Other <u>Assistant Principal</u>		10/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X106 School Name: The Parkchester School

Cluster: 6 Network: 606

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.

Data from ATS/ARIS based on number of children receiving ESL services

- . Review of Home Language Surveys; noted which languages were primarily spoken at home
- . Parent orientations
- . Parent-Teacher Conferences
- . Feedback from teachers of ELL students on student and parent language needs
- . Interviews with newly admitted ELL students/Interviews with Parents of ELL students
- . Feedback from parent coordinator and the ELL teachers
- . Feedback from the school secretaries, medical staff, SAPIS worker, attendance personnel and safety officers
- . Observation when parents come to school and they are not able to communicate in English or come in with a translator
- . Parent requests for translation service received from Parent Association or Parent Coordinator
- . Utilize all DOE translated materials and as needed we use the call-in interpretation service

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.

- . There is a need for oral interpretations when parents come to conduct school business such as inquiring about face to face letters, lunch applications, after-school programs, picking up a child who is ill or has a doctor's appointment.
- . There is a need for written translation to keep parents informed of the school's vision and mission, as well as information concerning morning and after school programs, intervention programs, Saturday Academy Test Prep Programs, Extended ELA/MATH test prep and/or Saturday . English Language Learners Program.
- . The following items should be translated in order to better communicate and inform parents: Monthly Parent Letters, Monthly School

Calendars, Blue Emergency Cards, Parent Handbook and all letters/flyers that relate to school matters.

- . A need for written translation of materials so that parents can assist their children academically.
- . A need for written translation of school correspondence i.e. from administration, teachers, Parent Association.
- . A need for some type of parental outreach to parents who might feel uncomfortable attending school related activities because of language barriers
- . Findings were reported to SLT, PTA, Parent Coordinator, ELL teachers, Assistant Principals, Principal – Letters were send home to parents in the three most spoken languages (English, Spanish and Bengali). Ell students and parents were informed of the oral interpretation and written translation services offered in the school.

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.

School personnel and volunteer parents perform translation in-house when needed. We strive to have translation contacts in all the languages of the school. We aim on having our translations completed in a timely fashion, to allow the proper amount of time needed to make parents aware of meetings and other activities being held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

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.

Translators are provided for any meeting that might be held, whether the audience is parents, teachers or students. Translators are provided for children during testing to support the second language learners. The ESL faculty works closely with the school testing coordinator to ensure that testing accommodations are appropriate for students eligible for the New York State tests. In-house school staff, parent volunteers and outside vendors when needed, will provide these services. We also utilize the call-in interpretation service provided by the NYC Department of Education for parent teacher conferences and other needs. This number is readily available in the main office, guidance office and ESL lab.

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>.

In accordance with the Chancellor's Regulations our programs provide parents with the knowledge that translation and interpretation services are available through Parent Newsletters, Monthly Parent Letters, Parent Handbook, DOE Resources, Helping Involve Parents school internet accessibility, and through ongoing parent workshops. We also display signs at the entrance of the school informing parents that translation and interpretation is available.