

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K106

School Name:

P.S. 106 EDWARD EVERETT HALE

Principal:

ROBERT FLORES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward E. hale Elementary- P.S. 106 School Number (DBN): 32K106
Grades Served: Pre K – 5
School Address: 1328 Putnam Avenue Brooklyn, NY 11221
Phone Number: 718-574-0261 Fax: 718-574-1054
School Contact Person: _____ Email Address: rflores@schools.nyc.gov
Principal: Robert Flores
UFT Chapter Leader: Jacqueline Crespo
Parents’ Association President: Ara Fulcher
SLT Chairperson: Robert Flores
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ara Fulcher
Student Representative(s): N/A

District Information

District: 32 Superintendent: Lillian Druck
Superintendent’s Office Address: District Office 32
Superintendent’s Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn North 94 Director: Bernadette Fitzgerald
Director’s Office Address: Brooklyn West Regional
Director’s Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert Flores	*Principal or Designee	
Jacqueline Crespo	*UFT Chapter Leader or Designee	
Ara Fulcher	*PA/PTA President or Designated Co-President	
Susie Ortiz	DC 37 Representative (staff), if applicable	
Ara Fulcher	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stacey Lawrence	CBO Representative, if applicable	
Nicole Lewis	Member/ Assistant Principal	
Wanda Gonzalez	Member/Assistant Principal	
Michelle Sanchez	Member/ Teacher	
Carmen Soto	Member/ Teacher	
Sulfania Pierre-Louis	Member/ Parent	
Keisha McDonald	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Reyes	Member/ Parent	
Matilde Martinez	Member/ Parent	
Jahira Silfa	Member/ Parent	
Miguelina Suarez	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Edward E. Hale School is an elementary school with 595 students from pre-kindergarten through grade 5. The school population comprises 14% Black, 83% Hispanic, 2% White, and 1% other students. The student body includes 27% English language learners and 22% special education students. The average attendance rate for the school year 2014 - 2015 was 92.2%

Edward E. Hale Elementary is proficient as per the result of the last Quality Review.

At Edward E. Hale Elementary our school's motto/ mission statement is "To Achieve, Seek Excellence." In adhering to this belief, students' voices contribute to the school's positive learning environment and inclusive culture. For example, a group of grade 5 students participate as Peer Leaders whose responsibility it is to build community awareness and social adaptation skills and strategies. Peer Leaders communicate the "Word of the Week" and the "Thought of the Week" during morning announcements. Peer Leaders also act as Safety Patrol members, organize Bully Prevention Week and Red Ribbon Week, which is an anti- drug outreach program. The words and thoughts, which are tied to values such as courage and peace, are prominently displayed on a designated bulletin board in the main lobby of the school and in hallways to reinforce the school's safe, nurturing setting. Additionally, a grade 5 teacher shares "Thoughtful Thursday" weekly messages over the public address system to acknowledge identified students for their positive actions, good deeds, and contributions toward school improvement. A Reading Mentor pilot program was implemented this year with a focus on building connections among our mono- and bi- lingual students by developing good reading habits and a love for reading. The program has been so successful it will be incorporating ALL classes in grades 1 and 5 next year. Behavioral incentive programs, such as the Chess Club and the Boys and Girls Basketball Program are bridging social gaps between age groups, gender roles, language and cultural barriers. As a result, the school's collaborative efforts promote a thriving and productive school culture for students and adults, as noted in a negligible number of reported incidents and suspensions.

Edward E. Hale Elementary continues to tailor our math curriculum (Common Core Learning Standards aligned Go Math) to the specific needs of our student population by incorporating data driven instruction within our units of study. This school year teachers adjusted the English language arts curriculum program to increase the rigor of its questioning and writing- to- prompts components. For the following school year we will be implementing a new Reading and Writing program for Pre- K through grade 5 (OWL, Reading Streets and Strategies for Writers). Teams of teachers across and within grades regularly collaborate on curriculum maps, units of study and lesson plans across subjects to incorporate supports and resources that provide access to lessons for English language learners and students with disabilities. The internalization of rubrics to evaluate student work (by teachers and students alike) is proving to be an effective measure to ensure curriculum and instructional practices are reflective of NYCESLAT, ELA and Math state assessment expectations. Teachers refer to various websites such as EdModo, Think Central and Engage NY to ensure alignment to the CCLS, instructional coherence across grades and integration of the instructional shifts. The use of additional resources and social learning media helps teacher teams identify supplementary curricular materials and plan academic tasks intended to promote rigor and critical thinking skills across subjects. Unit plans include specific CCLS, learning goals, essential questions and performance tasks that reflect leveled activities for beginner, intermediate and advanced groups of students. Additionally, during grade level meetings, teachers discuss ways to customize instruction and academic tasks in order to provide access to the curriculum and plan the pacing of lessons for English language learners and special education students. As a result, students participate in coherent curriculum and CCLS aligned tasks that promote college and career readiness skills as noted in performance based writing products that include short constructed responses, as well as, informational and argumentative writing, posted on bulletin boards and available in student work folders. Supervisors use the Danielson Framework for Teaching to establish clear expectations for classroom practice and support teacher development. Teachers receive effective feedback that highlights strengths, identifies challenges and provides next steps to promote professional growth and improve classroom practice based on the Danielson Framework. Grade level teams as well as small group and individual planning sessions help meet the

specific needs of new teachers. Based on teacher surveys conducted in September, Professional Development workshop series' were organized to meet teachers needs that included differentiating instruction to meet the needs of students with disabilities and English language learners in a monolingual setting, instruction of writing skills and strategies, articulation across the grades, unwrapping complex text and text- based dependent questions. An analysis of observation data surfaced questioning, discussion strategies and using assessment in instruction, as areas for school-wide improvement. Therefore, supervisors incorporated into the PD schedule topics that included: "Ensuring the Alignment of IEP's with CCLS," "Ensuring High Quality Education for ELL's," "Designing the New Reading/ Writing Curriculum(s) to Meet the Needs of Our Student Population," "Best Reading Practices for the Implementation of Reading Streets," "Analyzing and Aligning our Instructional Practices with FfT, CCLS, CIE, Framework for Great Schools." Professional development also included topics such as using classroom data to plan instruction, and questioning techniques to enhance student thinking. In addition, early grade teachers visited upper grade classrooms to observe the use of discussion prompts to promote student discussions. Teachers also indicate that the school's instructional focus on "using assessing and advancing questions" guides their planning with attention to incorporating text dependent questions in their lessons to deepen students' understanding of new content. As a result, feedback to teachers and support to meet their needs positively impacts classroom practice as noted in observation data from cycle I to cycle III, which reflects increase in the percentage of teachers demonstrating an improvement in the quality of their questions, as noted in the overall progress from developing to effective and highly effective ratings.

Teachers and students have access to Smart Boards in classrooms, a laptop cart on two floors and a computer lab, as well. Support services that are provided for English language learners include a Transitional Bilingual program, ESL push-in and pull- out services and daily instructional scaffolding measures to develop language acquisition for ELL's and former ELL's in a monolingual setting. An Out of School Time (OST) partnership provides daily academic support, homework help and extracurricular activities, including computer technology, art and dance classes for students. The Robin Hood Foundation provides funding for a media specialist and a paraprofessional who facilitate the use of the school library through open access periods throughout the school day. This year the school was awarded a grant to provide a series of professional development workshops for parents on how to build students fluency at home and buy books for students to build a personal library. A teacher in the 3rd grade applied for and was awarded a grant of \$1,500 for a leveled, differentiated classroom library. Consequently, the principal's effective utilization of available resources, funding and partnerships results in programmatic and organizational decisions that maximize the school's efforts to meet students' needs as evident in Common Core aligned performance tasks and work products in student folders and on bulletin boards.

Teacher teams meet for inquiry to analyze data and plan academic tasks for students in the school's bottom third. Teachers also meet during common periods to focus on grade level planning across subjects. For example, the analysis of the grade 5 math benchmark assessments reflected key areas of need in decimal place value and multiplication of fractions. The grade 5 math Lead Teacher guided the team in identifying specific instructional strategies, hands-on materials and interactive challenging activities to support intensive teaching of the skills that students did not master. Additional team structures provide opportunities for bilingual classroom teachers and special education teachers to meet for professional development, instructional planning and data analysis of students in the respective programs. Based on preliminary results for the NYS Math assessment, our Special Education and Bilingual population have made gains in math due to flexible programming structures. We are increasing the rigor and working towards closing the achievement gap for 3rd grade through vertical teacher team collaboration between grades 2 and 3. In Pre- K we are implementing a new curriculum to meet the new initiatives for a quality Pre- K program.

32K106 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	552	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.1%	% Attendance Rate		91.6%
% Free Lunch	91.8%	% Reduced Lunch		3.4%
% Limited English Proficient	25.6%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		13.6%
% Hispanic or Latino	83.2%	% Asian or Native Hawaiian/Pacific Islander		1.7%
% White	1.2%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	18.08	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4		16.8%
Science Performance at levels 3 & 4 (4th Grade)	64.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Rigorous Instruction) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources, our major findings are that instruction is differentiated, motivating, and aligned to the Common Core. High standards are set in classrooms. Students are actively engaged in intellectual activity and developing critical thinking skills. One of our priority needs is to improve our writing skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will collaboratively develop rigors CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of (3) Writing to Sources units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
School Leaders and grade leaders will provide professional development (PD) sessions for all teachers. The overarching goal of the PD series is to increase teacher pedagogical knowledge around the instructional shifts reflective of reading and writing	All Teachers	September 2015 –June 2016	School Leaders and Grade Lead-Teachers

grounded in evidence from text and the Common Core Learning Standards (CCLS). Teacher teams will also work together to create a school-wide rubric for evaluating CCLS-alignment of the newly created Writing to Sources units of study.			
After providing the instructional framework, school leaders and grade leaders will attend and facilitate weekly curriculum alignment sessions for grade specific teacher teams. Units and performance task will be evaluated using the rubric created.	Grade Specific Teacher Teams	September 2015 –June 2016	School Leaders and Grade Lead-Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Human Resources: administration, instructional support staff, • Instructional Resources: core and supplemental curricula, unit plans, curriculum maps, pacing schedules, differentiated checks for understanding, research- based learning strategy articles, progress reports, calendars, • Schedule adjustments: professional development schedule and parent logs. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress monitoring will be ongoing. By February, 2016 administration will evaluate the progress of our mid-point benchmark of teacher collaboration structures through administrative observations and teacher surveys. Allowing us to make necessary updates.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase in the overall student attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development in data analysis will be provided to the attendance improvement team, which will include teachers, parent coordinator, and parent association board members enabling them to determine which students will be targeted to increase their attendance rate.	Students with chronic absences and lateness	September 2015 –June 2016	Attendance teacher, attendance improvement team members, school leadership team
Attendance Improvement Team will research strategies for implementation to assist school community in increasing student attendance rate. Strategies to meet the needs of targeted students will be selected, with teacher, parent, and student input. It will then be introduced to the school community for implementation. Ongoing monitoring of student attendance will occur throughout the school year.	Students with chronic absences and lateness	September 2015 –June 2016	Classroom teacher, parent coordinator, guidance counselor, Substance Abuse Prevention
Professional development will be provided for the entire school community explaining the attendance improvement plan, strategies to be implemented and the frequency in which it will be monitored to determine student progress in the increase of attendance.	Students with chronic absences and lateness	September 2015 –June 2016	Attendance teacher, parent coordinator, classroom teachers
Ongoing Parent workshops will introduce the attendance implementation plan to parents on how to increase and sustain improvement in student attendance. Other workshops throughout the year will be related to how attendance can be sustained throughout the school year.	Parent community	September 2015 –June 2016	Attendance teacher, parent coordinator, guidance counselor, Substance Abuse Prevention and Intervention Specialist (SAPIS)and attendance improvement team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Attendance data, Research strategies, List of topics impacting student attendance to be addressed in parent workshops. Attendance Improvement Team collaboration and presentation time. Resources for per session and/or per diem will be allocated to facilitate our efforts.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress monitoring will be ongoing. Monitoring of student attendance targeting students with chronic absences and lateness will be ongoing and analyzed on a weekly and monthly basis. By February 2016 evaluation of student attendance will be conducted and appropriate interventions will be taken. Good attendance will also be celebrated.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Collaborative Teachers) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are that teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will collaboratively analyze MOSL (Fountas & Pinnell & New York City Performance Task) data to improve reading fluency/accuracy and comprehension as measure by a 7% increase in students scoring at or above grade level on the M.O.S.L. assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>K-2 classroom teachers, selected cluster teachers and instructional support staff will participate in professional development within a culture of respect and continuous</p>	<p>Grades K-2 Pedagogues and Selected Cluster Teachers</p>	<p>September, 2015 to June, 2016</p>	<p>School Leaders and Grade Lead-Teachers</p>

improvement , in which they analyze the development of students’ reading fluency/accuracy.			
3-5 classroom teachers, selected cluster teachers and instructional support staff will participate in professional development within a culture of respect and continuous improvement in which they analyze the development of reading and writing grounded in evidence from the text.	Grades 3-5 Pedagogues and Selected Cluster Teachers	September, 2015 to June, 2016	School Leaders and Grade Lead-Teachers
K-2 teachers will work in their Professional Learning Communities researching best practices to support students in their targeted areas of need to develop reading fluency/accuracy.	Grades K-2 Pedagogues and Selected Cluster Teachers	September, 2015 to June, 2016	School Leaders and Grade Lead-Teachers
3-5 teachers will work in their Professional Learning Communities researching best practices to support students in their targeted areas of need to reading and writing grounded in evidence from the text.	Grades 3-5 Pedagogues and Selected Cluster Teachers	September, 2015 to June, 2016	School Leaders and Grade Lead-Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Fountas and Pinnell Assessment and New York City Performance Task data, Curriculum Maps with scheduled periodic checks for understanding. Per session monies will be set aside for teachers to complete this task.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Progress monitoring will be ongoing. Teachers will administer the MOSL assessments as per the Advance 2015-2016 calendar. Teachers will also monitor progress through periodic checks for understanding via Reading Street and Writing to Sources Unit assessments.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment of our schools academic program in response to this element of the Capacity Framework (Effective School Leadership) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are that school administration lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers capacity to use questioning and discussion techniques and to use assessment in instruction for all students including English Language learners (E.L.L.s) and Students with Disabilities (S.W.D.s), resulting in a 7% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques and 3d Using Assessment in Instruction in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide professional development on component 3b Questioning and Discussion Techniques and 3d Using assessment in Instruction. Topics will range from questioning and discussion techniques to enhance student thinking, using discussion prompts to promote student-to-student discussions and strengthening assessment practices by using classroom data to plan instruction.</p>	<p>All Pedagogues</p>	<p>September 2015- June2016</p>	<p>School Administration & Professional Development/MOSL Team Committee</p>
<p>Support new/first-year growth and development through New Teacher Mentoring Program.</p>	<p>New/First-Year Teachers</p>	<p>September 2015- June2016</p>	<p>School Administration & School-based Mentoring Committee</p>
<p>Transparent communication between school community/School Leadership Team (SLT) on how school administration is continually nurturing the professional growth of teachers and staff.</p>	<p>School Administration, Staff and Parents</p>	<p>September 2015- June2016</p>	<p>School Administration & School-leadership Team (SLT)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Framework for Teaching (FfT), Framework for Great Schools, Mentoring Guide for Principals, Intranet Advance/MOSL resources, A Handbook for Professional Learning, EngageNY Resources & Protocols and School District Support .</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Progress monitoring will be ongoing.

Mid-Point monitoring will take place in Cycles: (Cycle 1 – September – December) & (Cycle 2–January – May)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

After conducting a comprehensive assessment of our school’s academic program in response to this element of the Framework for Great Schools (Strong Family and Community Ties) using such data sources as Advance, Quality Review, School Quality Snapshot, the N.Y.C. School Survey and other relevant data sources, our major findings are the school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. Parents and students’ voices contribute to the school’s positive learning environment and inclusive culture. As a result, the school’s collaborative efforts promote a thriving and productive school culture for students and parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the school will develop a more collaborative partnership with families and the CBO Catholic Charities Neighborhood Services -COMPASS After-school Program to support the academic and social- emotional development of our school community , as measured by a 7% increase in parents who agree or strongly agreed on the School Culture section of the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Collaborate with COMPASS After-school Program (CBO) to conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.</p>	<p>School Community/Parents</p>	<p>September 2015 – June 2016</p>	<p>School Community, Parent Coordinator and COMPASS After-school</p>
<p>Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions</p>	<p>School Community/Parents</p>	<p>September 2015 – June 2016</p>	<p>All Pedagogies</p>
<p>Collaborate with COMPASS After-school Program (CBO) to conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help</p>	<p>School Community/Parents</p>	<p>September 2015 – June 2016</p>	<p>School Community, Parent Coordinator and COMPASS After-school Program</p>
<p>Translate all critical school documents and provide interpretation during meetings and events as needed.</p>	<p>School Community/Parents</p>	<p>September 2015 – June 2016</p>	<p>School Administration,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>NYC School Survey Data Human Resources: administration, instructional support staff Instructional Resources: core and supplemental curricula, unit plans, curriculum maps, pacing schedules, progress reports, calendars, Schedule adjustments: professional development schedule and parent logs.</p>
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will be ongoing.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers will participate in professional learning communities. • Paraprofessionals meet with classroom teachers and attend professional development sessions with their assigned teachers. • Instructional support staff will provide professional development specific to content, student population and grades • Monthly administrative meeting are provided by the Superintendent and Instructional Support Personnel. UFT and CSA provide professional support in instructional initiatives.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	481,468.00	x	x
Title II, Part A	Federal	223,619.00	X	
Title III, Part A	Federal	16,536.00	x	x
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,666,358.00	x	x

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Edward Everett Hale Elementary-Public School 106** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Edward Everett Hale Elementary-Public School 106** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 106 Edward Everett Hale</u>	DBN: <u>32K106</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ Rationale:

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

*Subgroups and grade levels of students to be served:

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

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

*Schedule and Duration:

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

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

*Language of Instruction:

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

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

*# and types of certified teachers:

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

*Types of Materials:

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

Part C: Professional Development

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

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

Begin description here: _

* Rationale:

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

-
*Teachers to receive training:

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

-
*Schedule and Duration:

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

-
*Topics to be included:

-- The principles that guide the Blueprint for ELLS

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

--Disciplinary Literacy for ELLS

--Oral Language unpacked

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

--Mandates of Bilingual/ESL instruction (Who are our ELLs? What is the identification process?)

Mandated services, ESL strategies in the monolingual classroom, Balanced Literacy for English Language Learners.

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

-
*Name of Provider:

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

* Rationale:

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

-
*Schedule and Duration:

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

*Topics to be covered:

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

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

--the NYSESLAT Parents' Progress Report

--Math and Literacy Night

--Talent shows, holiday celebrations and movie night

-
*Name of Provider:

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

*How Parents will be notified of these activities:

--Parents will be notified via letter sent home in their home language

--Monthly school calendar which is translated in their home language

--Bulletin boards at the entrance of the building

--Phone calls prior to meetings and activities

--Flyers advertising the event written in the language of the parent

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Part E: Budget

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

Allocation Amount: \$18 , 392

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal R. Flores	Assistant Principal W. Gonzalez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher J. Crespo	School Counselor M. Golombeck
Teacher/Subject Area D. Guity	Parent Jennifer Reyes
Teacher/Subject Area N. Lewis- 4 TH grade ICT	Parent Coordinator S. Ortiz
Related-Service Provider M. Sanchez - IEP teacher	Borough Field Support Center Staff Member type here
Superintendent Lillian Druck	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (excluding pre-K)	509	Total number of ELLs	145	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	2	2	2	2	2	2								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	124	ELL Students with Disabilities	40
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	98	5	22	8	0	6	0	0	0	0
DL										0
ENL	26	1	8	13		7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 _____	20	22	33	15	18	34								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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														0
Chinese	1													0
Russian														0
Bengali														0
Urdu														0
Arabic	0	1												0
Haitian			1			1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	17	4	2	6	5	6								0
Emerging (Low Intermediate)	7	2	5	2	4	4								0
Transitioning (High Intermediate)	9	1	6	4	2	3								0
Expanding (Advanced)	12	11	13	3	6	14								0
Commanding (Proficient)	18	4	6	0	0	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	4	7	7	0	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	1			0
4	13	2			0
5	23	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	9	1	3					0
4	4	14							0
5	5	11	3	7	1	2			0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		5	3	3	1	6			0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	9	15	18	23				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

To assess early literacy skills of our ELLs in kindergarten through fifth grade, we use Reading Street Baseline Assessment. Reading street assessment consist of five parts(phonics, vocabulary, reading comprehension, phonemic awareness and fluency) is given at the beginning, middle and end of year. We also use Spotlight on English which assess the students skills in all four modalities- listening/speaking and reading/writing. Spotlight assessments are given at the beginning of the year, after each unit(monthly) and at the end of year. In addition, we use running records Fountas and Pinnell(English and Spanish). In the upper grades 3 to 5, we use Periodic Assessment for ELL, ELA scores and ELE. These assessment tools test a variety of skills—both decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We use this data to analyze weakness in the skill area tested and define our learning targets and short term goals. By looking at the data provided by these tools, the school plans its instructional focus. The data demonstrate a weakness in writing skills, therefore our focus is to have ELLS write expository text in which they demonstrate the commands of the conventions of standard English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data above indicates that ELLs tend to master listening and speaking before they master reading and writing. Reading, considered to be one of the receptive aspects of language and writing, considered to be one of the expressive aspects remain a challenge for our students. Many of our ELLs received a “P” in listening and speaking but did not test out due to the reading/writing. This is a clear indicator that there is a need to increase explicit ESL instruction throughout the grade levels to provide ELLs with the tools necessary to navigate the language through deep structure, text patterns and genre so that the ELLs will be better equipped to navigate language through persuasion, editorializing, debating and the other suprasegmental features of the language correctly.

In disagragating the data, one can see that the challenge arises once the students have to read and write on their own. This is in line with what research states, “Learners hear more language, a greater variety of language and have more language directed toward

them...” (Gibbons, p. 17). It is significant that most of the ELLs in this category fall in the middle indicating a need to broaden the language teaching to challenge and push our ELLs ahead through scaffolding and strategies that will help them navigate the L2.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

For the expanding level students there will be more Integrated English as a New language based texts to promote content area language and structure during independent time.

4. For each program, answer the following:

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

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

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

structures found in Science, Social Studies, and Math.

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

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

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

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

The ELLS Periodic Assessments are taken by the students in the fall and spring. These assessments provide teachers with detailed information about their students' strengths and needs in English Language Development and serves as a resource to help plan individual and group instruction. We have seen a need for direct instruction in expository writing across the grades. In addition, we have seen that the ELLs have difficulties in grammar, syntax and semantics, word meaning, synonyms and antonyms.

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

Our Freestanding ENL program uses a push-in /pull-out model. The ENL teacher works with ELLs in monolingual classes. The ENL teacher uses methods and approaches intrinsic to ENL to challenge the ELL population to master vocabulary, structures, patterns and concepts needed to compete with the non ELL population. All instruction is done in English using classroom materials of Just Right books, social studies, science, and math material as well as Home Language Arts material—big books, pictures, concrete and semi-abstract materials, read-alouds, and other picture rich/print rich materials. To address this need, we have purchased resource material called "I Read to Write" by Zaner-Bloser for all classes. The bilingual classes use Reading Street ELL guided reading by Pearson which has a writing component. Teacher formulate a sound writing program. In addition, we have seen that the ELLs have difficulties in grammar, syntax and semantics, word meaning, synonyms and antonyms.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our school uses data such as NYSESLAT, ELA, Math, NYSITELL and periodic assessment to determine which Tier of Instructional support to provide our ELLs. First, a universal screening is given when the student first enters the school system. This screening which consist of an interview with parent, NYSITELL and LAB (spanish speaking students) are used to guide instruction for ELLS. These assessments are used to establish a baseline of student performance. Those students who fall in Tier II and Tier III are enrolled in the extended day. Eighty percent of our ELLS participate in our extended day tutorial program. The extended day tutorial program consist of students

in Tier II and III who are our targeted students. They are part of the Inquiry Team Population where students are provided with core instruction tailored to their needs and are monitored to assess progress in targeted skills.

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

At P.S. 106 we make sure that a child's second language development is considered in instructional decisions. First, we use the information that is obtained at the interview with parent. We use this information to gain insight into the child's educational history. For example, we can identify prior schooling if any. One instructional decision that we have made at P.S. 106 is to have a newcomers kit available in all classes with ELLs to help teachers provide scaffolding and differentiated instruction to ELLs. We also use running records Fountas and Pinnell in English to monitor progress in the child's second language.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here: N/A

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. Initial Identification takes place during the registration process. The ENL teacher, is present to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the NYSITELL (if necessary) and any other formal initial assessments. She also examines any information brought in by the parent (report cards, progress reports, and any other information that will aid in the initial identification as well as proper placement of the child. Eligible students are tested on the NYSITELL and Spanish LAB (if necessary) no more than ten days after initial enrollment as per compliance regulations. If a student is identified as an ELL student, the parent is given an orientation of ELL programs available and is given the Parent Selection Form to select which program their child will be placed according to parent preference. Parents are also informed about the re-identification process. Language spoken by pedagogues are English, Spanish and Chinese.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The ENL teacher administers the SIFE questionnaire, LENS and a running record in native language(ex. spanish) to determine interrupted or inconsistent formal education. The ENL teacher also consults with the classroom teacher to determine students performance on classroom assessments.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT team which consist of the Principal, student's parent, ENL teacher, IEP teacher, Social Worker, School Psychologist, Speech Therapist and DOE Interpreter. They review evidence of the student's English language development and their Psychoeducation evaluation. The LPT recommends whether the student should take the NYSITELL or not depending on student language acquisition needs. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation and parent or guardian must be notified within 3 school days of the decision in parents preferred language.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL is scanned and scored, the parent is informed of student's status within 5 school days. The school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents preferred language). If the student tested-out of NYSITELL, parents are given a non-entitlement letter. Parents of students who are entitled to ENL services are then invited to attend a meeting to view the video on Bilingual Programs in NYC. They will have the opportunity to select their preference on which bilingual program they would like to enroll their child. Letters are sent home with the student to be signed and returned. Those students that do not return the letters the ENL teacher meets with the parents during the designated Parent engagement times. The individuals responsible for the process is the ENL teacher and Parent Coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed about their right to appeal ELL status during the initial interview with parent. Parents are informed that upon receipt of a written request, their child can go through the ELL Identification process a second time. The process will be completed within 10 school calendar days of receipt of the written notice. Copies of letters are filed and maintained in students cumulative records as well as a copied if filed in the main office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure parental understanding of the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), we send out letters to parent and inform them when the orientation will take place. During parental orientations where program information is available in several forms—brochures and reading material written in the language of the parent; a video presentation made by the Department of Education in which each program is described in detail; and an oral presentation made by the Parent Coordinator and the English as a Second Language Teacher. In addition, we invite the parents to visit the classrooms and/or sites where each program is available. The ENL teacher also meets with parents on an individual basis for over the counter registrants and explains each program model in depth. When parents are not available to attend parent orientation sessions, she invites them to come to the school at various times of the school day (8:00 a.m. – 3:00 p.m.) and provides the orientation then. During Parent Engagement Time, the Parent Coordinator, the ENL teacher and IEP teachers provide an explanation of different programs available at our school including Bilingual/ENL programs. During pre-registration the ENL teacher explains the different program models and provides initial screening for new entrants. In addition, she gives an orientation to pre-k parents in June as a jump start for incoming kindergarten students in September. Furthermore, parents are notified via letter and follow-up telephone calls about all orientations, meetings and workshops that impact on ELL programs and models. Finally, bilingual teachers provide orientations to parents of ELLs (in their classrooms) who have not attended any other parent orientation session or have been registered after the parent orientations were conducted. They provide these orientations during Parent-Teacher - Engagement time on Tuesday afternoons. The parent orientation meeting is an ongoing process. Once the student is tested and entitled to ENL services, the parent is informed about the program choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

- A letter is sent out informing parents of the date, time, and place of the parent orientation for the explanation, video, and completion of the Parent Survey and Program Selection Form. The letter delineates regulations set forth by CR Part 154.2 regarding the default program for ELLs for parents who do not fill out the above stated form.
- Phone calls are made prior to the meeting in which the ENL teacher reviews the importance of attending the meeting and explains the default program for ELLs again.
- At the meeting after the presentation of the video and discussion of the different program models, parents have the opportunity to ask questions, receive further clarification and then fill out the Program Selection Form.
- For those parents who have not attended the parent orientation, the parent coordinator makes phone calls and meets with parents on an individual basis.
- At the parent teas (meetings with parents and teachers held during the first few days of school) parents who need to fill out the program selection form meet with the ENL teacher for an orientation, clarification and completion of the Parent Selection Form.
- Parents who have failed to sign the Parent Survey receive a letter that their children have been placed in the bilingual class of that grade by default.

* After the above procedures have been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various bilingual/ENL programs. Parents make their decision and the form is then sent home for parent signature.

* If the form is not returned and the parent has been contacted various times using a number of ways of contacting the parent, the

child is placed in the default program.

* The parent survey and program selection form are placed in the students cumulative folder and a copy is placed in a designated area in the main office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

* After the above procedures have been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various bilingual/ENL programs. Parents make their decision and the form is then sent home for parent signature.

* If the form is not returned and the parent has been contacted various times using a number of ways of contacting the parent, the child is placed in the default program.

The parent survey and program selection form are placed in the students cumulative folder and a copy is placed in a designated area in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher distributes the Placement parent notification letter to students which is signed and returned. A follow-up phone call is given to parents to make sure that they are aware of student placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL original documentation is retained in the students cumulative folder. Copies of HLIS, non-entitlement, and entitlement are kept in folders in the main office. The ENL teacher is responsible for maintenance of records. The Assistant Principal and the ENL teacher have access to ELL documentation.

11. 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.

ELLs are evaluated annually using the NYSESLAT. Prior to the testing the ENL teacher checks the document produced by ATS-- "Students eligible for the NYSESLAT" to assure that all entitled students have been identified and have received the LAB-R. She checks this document against pre-slugged answer sheets and makes up answer sheets for those students who do not have them. In addition, she pulls those answer sheets of students who have either been discharged or who are not ELLs as per the CRpart 154 New Regulations. A parent meeting is held at the beginning of the school year to explain different assessments provided to all students including the ELLs. Additionally, a meeting is held prior to the administration of the NYSESLAT to discuss the different aspects of the test and how parents can help prepare their children for it. The parents also receive written material in their native language that gives pertinent information on the NYSESLAT. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT.

The following steps are taken to administer the NYSESLAT:

* First, the RLAT is produced which provides a list of students entitled to take the NYSESLAT

* Second, the ENL teacher divides the students into groups to be given the speaking section of the test. Students are tested by other teachers who are not their formal classroom teacher. The speaking section is done on an individual basis

* Third, the dates are established for the other three sections of the test within the window given by NY State.

* Last, the test are given following all protocols for administering a state exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued Entitlement and Transitional Support parent notification letters are given to the students to take home for parent signature after reviewing the NYSESLAT scores in September.

• For those students who do not return the continuation or transitional support letters, phone calls are made and follow-up letters given until they are brought back.

* If the continuation or transitional support letters have not been returned, teacher meet with the parent during Parent-Teacher-Engagement on Tuesdays afternoon.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent Surveys and Parent Selection forms indicate a request for a transitional bilingual program for ELL students who are Spanish speaking. Our current registration for the 2014-2015 school year showed that 19 of incoming ELL students have been placed in bilingual classes as per parent selection forms; 5 of incoming ELL students have been placed in our freestanding ESL program as per parental consent. Parents of ELL students who are not Spanish speaking have refused the transfer option and/or there is no transfer option available. The trend in program choice that parents have selected is a Transitional Bilingual Program. Our program models are aligned with parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

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

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

- b. TBE program. *If applicable.*

Instruction in the Transitional Bilingual Classes is organized using the self-contained model. There is one bilingual class per grade level. There are two additional bilingual class serving special needs' ELLs in a 12:1:1 model k-2 and 3-5. The classes move as a block for different cluster periods. The classes are organized heterogeneously since we do not have enough students to form an additional bilingual class per grade or on contiguous grades.

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

In our transitional bilingual classes (Spanish) content areas (Math, Science and Social Studies) are delivered in the native

language using a 60-40 model. In this way the content is comprehensible to all of the students and helps them transition to the 50-50 model around January. The bilingual teachers take one content (Social Studies since this content can be broken down using manipulatives--maps, graphic organizers, use of prior knowledge etc.) to help ELLs start to navigate content area vocabulary and structures. Teachers use charts, graphic organizers, projects, performance tasks, use of smart boards, technology, cooperative learning, peer tutoring, games, field trips, differentiated instruction and other proven methodologies to enrich the language development of L1 and prepare their students to move to the 50-50 model and then the 30-70 model by March.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- a. Describe your instructional plan for SIFE.

Our instructional plan for SIFE students include support in L1. Teachers have a " Cartilla Fonetica Kit" in the bilingual classroom for those students in 3-5 grade who cannot read in native language. For those SIFE students reading strategies are done in the native language using Cartilla Fonetica, sight words, penmanship, individualized instruction, letter formation, breaking words down into syllables, matching beginning sounds to the picture, and other pre-reading strategies. For SIFE students in the Freestanding ENL program there is support in the L1 using baskets of books purchased. In addition all SIFE students receive support from our technology teacher using a special decoding and comprehension program called "Headsprout." The classroom as well as cluster teachers (especially our writing and literacy teachers) provide differentiated instruction in beginning reading and writing strategies. The ENL teacher provides some multicultural lessons and material on American culture. These students also form our inquiry target population. Finally they are encouraged to attend the extended day program where further instruction is given, as well after-school .

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

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

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

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

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

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

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

e. Describe your plan for former ELLs upto 2 years after exiting ELL status.

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

Our continuing transitional support includes 90 minutes per week of ENL services and compliance with the testing accommodations for ELLs who have reached proficiency on the NYSESLAT for two years. These accommodations include:

* Time Extension, Separate Location, Bilingual glossaries and dictionaries, simultaneous use of English and alternative

language editions of the exam.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The school initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process be completed within 10 school calendar days of receipt of written notice.

The Re-identification Process consists of the following steps:

- * The ENL teacher receives written request to initiate the Re-identification Process .
- * The ENL teacher reviews all documents related to the initial or reentry identification process.
- * The ENL teacher reviews the student's work in English and in the home language.
- * The ENL teacher administers the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
- * The ENL teacher consults with parent or guardian.
- * The ENL teacher conducts and reviews the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English.
- * The ENL teacher consults with the IEP teacher if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
- * Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
- * Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian the relevant documents and recommendation are sent to the superintendent for review and final decision.
- * Written notification of the decision is sent from the superintendent to the principal, parent, guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program is modified accordingly.
- * All notifications and relevant documents are kept in the student's cumulative folder and a copy is maintained in a designated area in the main office.
- * Between 6 and 12 months the principal and ENL teacher monitors the students's academic progress by communicating with classroom teacher and requesting classroom data on students progress.

8. 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?

The IEP teacher ensures that ALL teachers and related service providers receive a hard copy and/or digital access to ELL SWD's IEPs. At the beginning of the school year teachers and related service providers meet in their PLC's to discuss scheduling of services and accommodations to be provided to ELL SWDs and sign the required Chapter 408 acknowledging that they have been made aware of student and their IEP.

The instructional strategies and grade -level material used to access academic content and accelerate English language development are parallel to their general education peers. Teachers and service providers use pictures, graphic organizers, charts with realia, computers, baskets of books in the students' native languages, peer buddies performance tasks, performance tasks, smart boards, technology, and other proven methods to make content comprehensible to enrich language development. The teacher and providers support the student in the acquisition of language and content using word banks, charts, Venn Diagrams, labels, games, graphic representation, QAR, and other proven methods to scaffold the language to make content more comprehensible and enrich language development. Students are provided with extended time to complete tasks given.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs as follows: All ELL-SWDs parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. While the school focus may be on a specific unit of study (e.g. Writing Realistic Fiction), our ELL students have flexibility to use peer tutoring, shared writing, modeling and other forms to produce the desired writing piece. Our ELL-SWDs also use graphic organizers, technology, the use of the smart board and other forms of

manipulatives (computer) to foster the writing piece. In addition, the assessments are often modified so that the ELL-SWDs have more time; hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. They can complete the task since their time can be extended. Our ELL-SWDs participate in different schoolwide activities with non-disabled peers (trips, holiday celebrations, inter-class visitations, assembly performances and shows, Heritage month celebrations, art, school spirit days--Halloween Parade, Pajama Day, Flag Day). Flexible scheduling also takes place via mainstreaming of ELLs-SWDs with non-disabled peers as per IEP stipulation.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

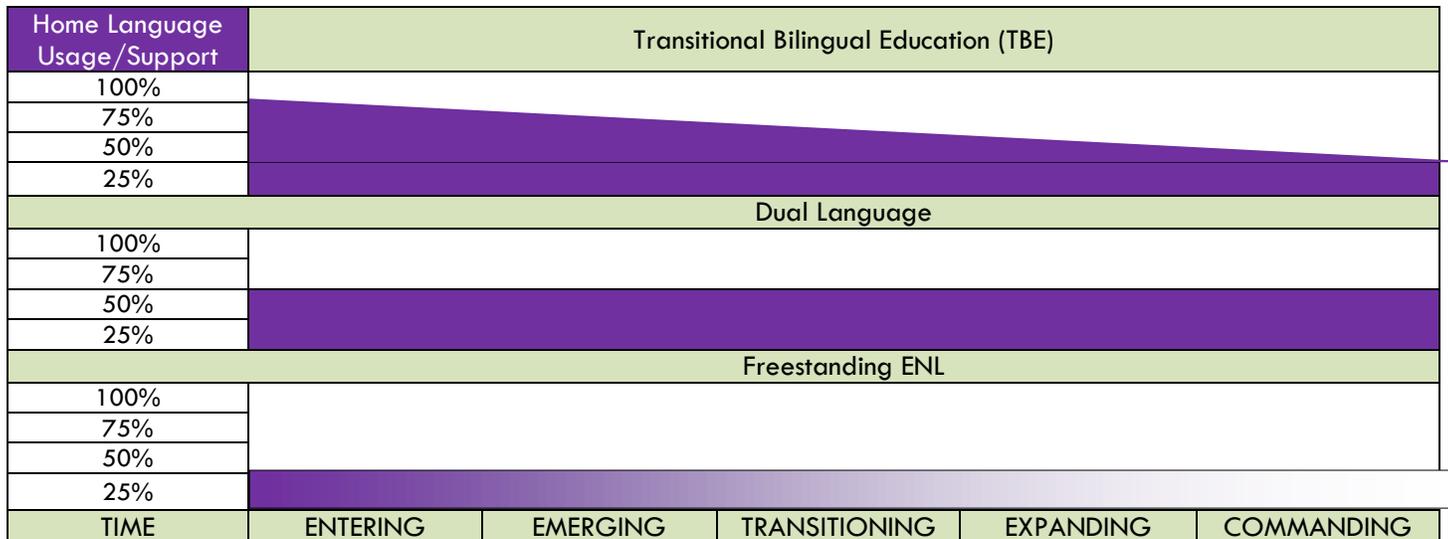


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. We have an afterschool program that begins in January and run through May. The program is held on Wednesdays and Thursday from 2:30 to 4:30 pm. The program provides ELA, Math, Science and Social Studies practice to prepare students for the NY state exams. Students who are in a Transitional Bilingual Class receive Math and Science instruction in Spanish.

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

We have implemented a tutoring program for ELLs on Wednesday and Thursday that focuses on skill building and strategies needed by ELLs in grades 3-5 to move up on the NYSESLAT exams. This has proven to be effective on meeting the need of our ELLs in both content and language development.

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

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

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

No programs and services will be discontinued.

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

ELLs are afforded equal access to all school programs. They participate in all school activities and afterschool.

The afterschool and supplemental services offered to ELLs takes place on Wednesday's and Thursday's from 2:30 to 4:30. Students receive practice opportunities to develop the skills required to be successful in all 4 domains for the NYSESLAT (Reading, Writing, Speaking and Listening). The classroom teacher provides students with the afterschool letters to be signed and returned to school for participation in the ELL program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided in the Transitional Bilingual Program via the nature of the class. There are literature and chapter books in Spanish in our transitional bilingual classes. There is also native language support (Spanish) is delivered by the teachers through Reading Streets in Spanish, Harcourt Science in Spanish, and independent leveled readers. Students have Spanish-English dictionaries, glossaries with content area specialized vocabulary, resources such as globes (Spanish), a writing resource (Spanish). Our library also stocks many books in Spanish. We do not have a Dual Language Program. Native language support is provided in the ENL program as baskets of literature books and dictionaries have been purchased in the languages present at our school. This material is housed in the monolingual classes where there are ELLs as well as in the ESL classroom. ELLs have access to dictionaries, glossaries, and leveled readers in the languages present at our school.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, newly enrolled ELL students are given a tour of the school with their parents and observe our bilingual classes as well as our monolingual classes. They speak to the teachers, look around and get an orientation of

the school, our programs, testing schedules, expectations, school goals and see the video on the different programs offered. Our principal also speaks to the students and parents and highlights special projects offered such as the violin program and ballroom dancing

Paste response to question here:

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

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

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

Calander of PD topics and dates of current year:

*On Our Way to English-9/22/15

--Curriculum planning

*Establishing a Culture of Learning (Differentiated Instruction, Disaggregation of Data--correlation of NYSESLAT and ELA, Impact of CCSS on the ELL 9/28/15

*Mandates of Bilingual/ENL instruction (Mandated minutes, Stand-alone ENL, Intergrated ENL, HLA, Bilingual content area subjects) October 2015

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

*Establishing Language Objectives in ALL content areas

*Disciplinary Literacy for ELLs

*Blueprint for ELL success

*Danielson Framework for Teacher with consideration to ELLs

Facilitators for the Professional Development sessions will include School Administrators, ENL teacher, ELA Lead teacher, Math Lead teacher and Data specialist.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

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

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The professional hours as per CR Part 154.2 are provided through a series of workshops of ELL training for all staff where mandates are shown, strategies are demonstrated and modeled, the pedagogical staff looks at different testing instruments, including the NYSESLAT, program models are discussed and a cadre of strategies are suggested to help ELLs master L2. These workshops will take place twice a month on Mondays PD sessions.

It is our commitment at P.S. 106 to provide professional development for teachers and other staff responsible for the delivery of instruction and services to Limited English Proficient students. The Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching ELLS. It will also focus on modeling strategies on how to prepare ELLs to meet and exceed the NYC and NYS Performances and Common Core State Standards and how to achieve higher scores on all city and state assessments. Facilitators for the professional development sessions will include school administrators, Network personnel, ENL teacher, the data specialist, staff developer, IEP teacher, and the librarian.

Agendas and signed attendance sheets are maintained and stored in a folder by the Assistant Principal as well as the facilitator of each PD session.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL, IEP teacher and Librarian hold annual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas on Tuesdays afternoon during Parent Engagement Time. These meetings takes place on the second Tuesday of the month. Topics of workshops include language development and assessments ELLs will take during the year. The classroom teacher also meets with parents on an individual basis to inform parents of students needs and progress and inform parents on how to help their child at home. In addition, our Parent Coordinator, meets with parents on a regular basis and provides workshops and technical assistance to parents. The meetings are held in English and Spanish.

For other languages we use the DOE Language and translation interpretation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

*

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

The school partners with Compass/OST and Ridgewood/Bushwick which provides workshops. In addition, the New York Psychotherapy offers a workshop on Discipline.

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

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

At the end of each workshop a parent survey and evaluation is given to parents so that they may evaluate the workshop and provide feed back on parent needs.

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

Our parental involvement program is based directly on the needs of the parents. All workshops and activities are geared to help parents get involved in their children's education. Forms are given to parents during workshops and parent engagements to help identify needs and interest.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Question #2 part c in parental involvement can not be answered in the space provided.

How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all conteny area?

The school provides annual individual meetings with parents of ELLS to discuss goals of the program and language development progress . This meeting takes place on Tuesdays from 2:20p.m. to 3:00p.m. during Parental Engagement. The classroom teacher meets with the parent at the beginning of the year to discuss NYSESLAT results. During this meeting teacher discuss students progress and weakness in all four domains. On site interpretation and translated services are provided. For thoses languages that are not available in the school, over the phone interpretation are requested through the language and interpretation unit.

School Name: **Edward Everett Hale**

School DBN: **32K106**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. R. Flores	Principal		9/25/15
Ms. W. Gonzalez	Assistant Principal		9/25/15
Ms. S. Ortiz	Parent Coordinator		9/25/15
Ms. J . Crespo	ENL/Bilingual Teacher		9/25/15
Ms. J. Reyes	Parent		9/25/15
Ms. D. Guity	Teacher/Subject Area		9/25/15
Ms. N. Lewis	Teacher/Subject Area		9/25/15
	Coach		9/25/15
	Coach		9/25/15
Ms. M. Golombeck	School Counselor		9/25/15
Ms. L. Druck	Superintendent		9/25/15
	Borough Field Support Center Staff Member _____		9/25/15
Ms. M. Sanchez	Other <u>Related Service Prov</u>		9/25/15
	Other _____		9/25/15
	Other _____		9/25/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32** School Name: **106**
Superintendent: **Ms. L. Druck**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication include collecting data via the following forms:

- *student Registration Form
- *HLIS
- *Emergency Contact Card(Blue Card)
- *ATS Reports(RCPL,RAPL,RCON),etc.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to face meetings staff will have are parent-teacher-conferences every Tuesday afternoon, PTC at night, math night, library day with parents, etc. All staff participate in theses activities.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Every year teachers and staff are given a workshop on the use of translation services. Teachers and staff are also given the Language Access Handbook For Schools. Teachers and staff receive a copy of the "I speak... card" which includes the phone number for over-the- phone interpretation. The T&I sends the school a Language Access Kit which copies are made, distributed and training provided. The safety agent is also trained on how to obtain an intrepeter for LEP visitors to the school.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

P.S. 106 ensures that the welcome poster is posted in a prominent location near the primary entrance to the school. Signs are posted regarding visitors access in covered languages to ensure that parents are not prevented from reaching the office due to language barriers

- *All parents are provided with a copy of the Bill of Rights in their language.

- *All parents are provided with a copy of the Expect Success Guide in their language.

- *All parents are notified of Interpretation Services Available

- *Notify parents using letters sent home (in the languages inherent at our school)

- *Notify parents at Parent Association and Leadership Committee meetings (in the languages inherent at our school)

- *Notify parents at meetings set up by Parent Coordinator (in the languages inherent at our school.

- *Notify parents via bulletin board displays near the entrance of the school (in the languages inherent at our school).

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey is given to parents during meetings to gather feedback from parents on how to provide better Language Access Services. Parents are also invited to a technology workshop where parents can access critical documents that are already translated on the DOE's website.