

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **27Q106**

School Name: **P.S. 106**

Principal: **RACHELLE LEGIONS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS106 School Number (DBN): 27Q106
Grades Served: Prek - 5
School Address: 180 Beach 35 Street, Far Rockaway, NY 11691
Phone Number: 718-327-5828 Fax: 718-327-5956
School Contact Person: Rachelle Legions Email Address: rlegions@schools.nyc.gov
Principal: Rachelle Legions
UFT Chapter Leader: Jennifer Woerter
Parents' Association President: Carmen Santiago
SLT Chairperson: Jennifer Woerter
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Elke Mashama
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

Queens South Borough
BFSC: Field Support Center Director: Marlene Wilkes
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-642-5705

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)
Rachelle Legions	*Principal or Designee	
Jennifer Woerter	*UFT Chapter Leader or Designee	
Carmen Santiago	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Elke Mashama	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eva Bennick	Member/ Parent	
Patricia Hernandez	Member/ Parent	
Francisca Ramos	Member/ Parent	
Lisa Williams	Member/ Teacher	
Jessica Cook	Member/ Teacher	
Shakeera Williams	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

PS 106 is located in Far Rockaway, NY, in the eastern portion of the Rockaway Peninsula. PS 106 is an elementary school with 218 students from Pre-Kindergarten through grade 5. Our school community is comprised of 5.5% English Language Learners, 30.3% of students have IEPs, 1% of the population is comprised of Asian students, 59% are African American students, 26% of our population is Hispanic, 2% are white and 10% other . There are 3 self-contained bridge classes (grades K/1, 2/3, and 4/5) and four ICT classes (Grades K, 1, 2, and 4). PS 106 facilities include ten classrooms, an art room, and a STEM lab.

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

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

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

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

- o There is a safe and orderly environment for all students and adults.
- o Every teacher, parent, and student is clear on the knowledge and skills students are expected to acquire in each course, grade level, and unit of instruction.
- o The learning of each student is monitored throughout the school year. When students experience difficulty, the school has structures in place to ensure that they receive additional time and support for learning.
- o There is a climate of high expectations for student success, and staff members communicate their high expectations to students, parents, and one another.
- o A collaborative culture ensures staff members work together, interdependently to better meet the needs of their students and analyze, as well as improve their professional practice.

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

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

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

2015 – 2016 INSTRUCTIONAL FOCUS

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

PROGRAM OVERVIEW

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

- Class size reduction where budget permits;
- Professional Learning Teams focused on the areas of data driven instructional practices, curriculum mapping and CCLS Units of Study and Performance Task development;
- Horizontal and Vertical Inquiry Teams (Grade/School);
- Professional development and implementation of Charlotte Danielson’s “Framework for Teaching” in formal, informal observations through the **ADVANCE** evaluation system;
- Professional development and implementation of short, frequent cycles of observation with timely feedback and follow up with teachers grounded in the Danielson rubric agreed upon by DOE and UFT;
- Common planning periods for all grades;
- Using a CCLS-aligned math curriculum “Go Math” program on Grades K-5;
- Infusing social studies and literacy Core Knowledge topics on all grade levels;
- o NYS selected Core Knowledge Language Arts Program on Grades K-2;
- o NYS selected Expeditionary Learning Program on Grades 3-5.
- Writing grounded in CCLS performance tasks;
- Implementation of a STEM Lab infusing NYC Scope and Sequence in Science with a focus on hands and Next Generation Learning;
- Implementation of a balanced literacy approach to teaching English Language Learners;
- Continued implementation of the special education inclusion and self-contained programs;

- Implementation of Response to Intervention (RTI) employing a variety of models differentiated by individual student needs with tracking of interventions through GoogleDoc templates shared and collaboratively discussed utilizing the Plan-Do-Study-Act PDSA cycle to continually improve instructional practices based on the needs of each child.
- The use of data and benchmarking to drive all instructional practices including grade, class and group goal setting to meet the needs of all students;
- The use of multiple assessment tools (formative, summative, qualitative and quantitative) to drive differentiated, CCLS grounded instruction;
- Integration of technology throughout the curriculum through the use of Promethean Boards, iPads, and laptops;
- Integration of the Arts in daily experiences in partnership with Community Based Organizations as they become available;
- Enhance parental opportunities to become even more involved and active in their child’s holistic learning experiences through Curriculum & Coffee workshops, use of ARIS Parent Link, instructional workshops, monthly progress reports, PS 106 Lighthouse Newsletters, Festivals, Parent University Test-Prep Seminars, Student of the Month, etc.

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

The administration structures a differentiated professional development plan based on teacher need using observation data and teacher’s self-reflection. Professional development is conducted weekly, providing focused learning opportunities for teachers to grow and develop their pedagogy.

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

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

Based on an in depth analysis of the School Quality Guide and data files, for ELA, there was decrease of 17.43% in the median adjustable growth percentile in 2014-2015 compared to 2013-2014's value of 54.5. In Math, the median adjustable growth percentile increased by a 20.5 point value from 41.5 in 2013-14.

Additionally, there was a slight decrease in ELA percent proficiency from 10.8% in 2013-14 to 10% in 2014-15. In Math the percent proficiency decreased from 12.7% to 11% from 2013-14 and 2014-15 respectively.

Additionally,

- Classrooms are equipped with a minimum of one desktop computer ; all grade K-5 classrooms and special education classes have newly installed , all classes have access to laptops via two laptop carts housed on each floor, a computer lab, as well as . Children are given daily opportunities to use a variety of instructional software programs to strengthen their literacy and math skills. As we continue to move forward with technology as an instructional tool, this year we hope to convert our computer lab into a STEM lab. The Lab will allow for all students to have computer once a week.
- The school bulletin boards reflect evidence of quality standards-based written student work. Teacher commendations and recommendations (glows and grows) provide children with specific feedback and next steps. The hallways are lined with art work created by students during art instruction that is aligned to our curriculum planning objectives. The displays throughout the school promote and celebrate children as writers, readers, scientists, mathematicians and artists.
 - Classrooms are designed for quality instruction. Daily small group instruction, one-to-one conferences, center work and triad groups provide children with a variety of opportunities to work collaboratively and independently. In this way, teachers are able to differentiate instruction throughout the day and target their support. Materials are ordered with the purpose of fostering and maximizing student learning and teacher best practices. We value the importance of maintaining an orderly environment; understand that it enhances teaching and learning, and creates a positive learning space for children and parents.

27Q106 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	210	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	92.3%	% Attendance Rate		89.8%
% Free Lunch	94.2%	% Reduced Lunch		1.8%
% Limited English Proficient	4.5%	% Students with Disabilities		29.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.7%	% Black or African American		61.9%
% Hispanic or Latino	28.3%	% Asian or Native Hawaiian/Pacific Islander		3.1%
% White	3.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.56	# of Assistant Principals (2014-15)		1
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		11.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.8%	Mathematics Performance at levels 3 & 4		12.7%
Science Performance at levels 3 & 4 (4th Grade)	60.6%	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	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	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	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	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	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	YES			
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.

Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. In ELA 75 growth percentile for CAP was 26.3% while the Math 75 growth percentile CAP was 18.7% higher at 45% in 2014-15. According to our School Quality Report, 9.6% of our students are proficient in ELA and Math. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to have PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

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

Administrators support teachers in developing rigorous pedagogic skills through cycles of observations, professional learning and timely feedback. A culture of reflection is created since as part of the feedback sessions, teachers submit reflections to administrators. Administrators and teachers will create and use both formative and summative data to inform every decision, rather than just the standardized test scores. We developed goals and action plans using comprehensive formative and summative data sets. Staff and administrators analyze instructional and organizational practices through team meetings, observations, inter-visitations, reflections, and feedback forms. The school demonstrates strategic planning for formative assessment data sets with the goal to the narrow and close the achievement gap.

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

To reduce barriers, teachers will utilize an additional sixth prep, common planning meeting with an administrator to share successful forms of formative and summative data sets. The sixth prep will be utilized to collaboratively plan targeted instruction for students on, below, or above grade level proficiency. Using the formative and summative data, teachers will create “goal” packets for students who did not master unit standards. In addition, inquiry teams and grade teams will utilize a Data Wise Improvement Process:

Inquiry groups will focus on struggling students and will identify a “learner centered problem” – a problem of understanding or skill that is common to many students and underlies their performance on assessments. Using

formative and summative assessment data sets, teacher teams will identify a common area of weakness in a specific content area. Teacher Teams will have to “triangulate” the formative assessment data. Teachers will use formative assessment data to illuminate, confirm, or dispute their initial hypotheses within the content area. Inquiry teams will work to develop a shared understanding of the formative assessment data collected. Teams will examine their practice and what is happening in their classrooms, and compare it to the kind of instruction that is needed based on formative and summative assessment data.

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

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

Part 2 – Annual Goal

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, 55% of students in grades 1-5 will improve at least three (3) reading levels as evidenced from their Fall Fountes and Pinnell Benchmark Reading Level to their Spring Reading Level.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Professional Development provided by Borough Team, administration, and/or staff members in our school-wide instructional focus, Fountas and Pinnell Benchmark Assessment System, Fountas and Pinnell Leveled Literacy Intervention System, On ELA writing tasks, as well as Response to Intervention, building STAR period into the schedule to give students RTI period 1, AIS built into the schedule, an additional 6th prep built into the school day for data driven collaboration (trust), common planning time built into the daily schedule for grade team meetings/collaboration (trust). School created instructional focus- “ Students will engage in high-quality discussions to deepen and elaborate upon their thinking, which will transfer to stronger writing in all content areas</p>	<p>All students in grades 1-5</p>	<p>Start date: September 10, 2015 End Date: June 10, 2016</p>	<ul style="list-style-type: none"> • Administration • Borough Team Coaches • Teachers
<p>Collaborative teacher teams and Vertical Literacy Teams to meet and engage in inquiry and an action plan for ongoing strategies to address the needs of SWD and ELLs (trust). In addition, AIS, RTI will be built into the daily school schedule to meet the needs of student subgroups .</p>	<p>All Teachers Servicing students in Grades 1-5</p>	<p>Start date: September 26, 2015 End date: June 12, 2016</p>	<ul style="list-style-type: none"> • Administration • Borough Team Coaches • Teachers
<p>Activities and strategies to increase parent involvement will include: Blackboard Connect 5, Parent flyers, Monthly newsletters, Monthly progress reports, Lighthouse Café, parent workshops (trust).</p>	<p>All students in grades 1-5</p>	<p>Start date: September 12, 2015 End date: June 10, 2016</p>	<ul style="list-style-type: none"> • Administration • Borough Team coaches • Teachers • Parent Coordinator • Parents
<p>For a cycle of 7 weeks during “STAR” period 1 of each day, all students who are performing below grade level in reading will be dispersed homogeneously based on reading level with different teachers who will support students to demonstrate academic and personal growth (trust), achieve at their highest</p>	<p>All students in grades 1-5</p>	<p>Start date: October 24, 2015 End date: June 10, 2016</p>	<ul style="list-style-type: none"> • Administration • Teachers

levels, and be afforded opportunities to receive targeted instruction. Our school will regularly examine evidence and monitor and track student progress that best support knowing students to ensure their growth and success (trust). Students participate without fear of put-downs or ridicule from either the teacher or other students which will create a risk-free environment of respect and rapport (trust). Students will engage in high quality discussions to deepen and elaborate upon their thinking which will transfer to stronger writing in all content areas.

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 Benchmark Assessment System,
- Fountas and Pinnell Leveled Literacy Intervention System,
- Professional Development provided by Borough Team, administration, and/or staff members in on our school-wide instructional focus, on ELA writing tasks, on Leveled Literacy Intervention System, as well as Fountas and Pinnell Benchmark Assessment System, Response to Intervention,
- Building STAR period into the schedule to give students RTI period 1
- AIS built into the schedule,
- An additional 6th prep built into the school day for data driven collaboration,
- Common planning time built into the daily schedule for grade team meetings/collaboration
- Blackboard Connect 5
- Parent flyers
- Monthly newsletters
- Monthly progress reports
- Lighthouse Café
- Parent workshops

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

In February 2016, 30% of Students in grades 1-5 will have increased at least two Fountas & Pinnell reading level from their Fall baseline assessment, as well as one writing level from their Fall on-demand writing to a performance task reviewed at the mid-point benchmark progress check in February.

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.

Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 9.6% of our students are proficient in ELA and Math.

From September through June during the 2014-15 school year, there have been a total of 200 incidents reported in . The majority of incidents (23.81%) have been Level 4 for creating substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury. The second highest ranking incident (19.05%) is a level 2 for leaving the class or school premises without permission. The majority of incidents take place between 12PM-1PM (5th period) and 2PM-3PM (7th period). The majority of incidents have taken place in the classroom (27) and cafeteria (7). March and May have the highest suspension rates in the overall year.

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

- } Create a school wide behavior matrix that both students and staff will be expected to follow that includes both rewards and consequences
- } Teach students the importance and value of proper school wide behavior through a PBIS curriculum
- } Create a consistent system of classroom routines and procedures that all students are aware of and are expected to follow

Work with teachers to create a toolbox of behavior management techniques that address a variety of student needs that they can use in their classrooms

Part 2 – Annual Goal

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, 100% of staff and students will be trained in Cloud9World Character Education program, setting forth behavior expectations resulting in an improved learning environment as measured by a decrease in level 4 and 5 Discipline Code infraction behaviors in OORS.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>Professional Development provided by Borough Team support, administration, and staff members on spearheading and transforming the culture of the school environment through Cloud9 Character Education program (trust). Professional Development on establishing a culture for learning, respect for all, and using multiple strategies to support behavior for all students (trust). The De-escalation/PPT Team will meet monthly, The team will utilize surveys and collaboratively create a matrix and a school store (trust). Collaborative teacher team (Learning Partners Plus) meet to plan and enhance the social-emotional learning. Weekly character education lessons are taught, incorporating a home-school connection to create a positive school-home cultures. Student work artifacts are displayed in the school to promote the learned character traits to improve outcomes for students.</p>	<p>Pre-K to 5</p>	<p>Start date: September 14, 2015 End Date: June 20, 2016</p>	<p>Administration SBST Teachers Parents</p>
<p>Administration and service providers create a toolkit to support the behavioral needs of all students, including providing professional development designed to provide staff with strategies to support student performance and promote positive behaviors (trust). Contingent upon funding there will be a school-wide implementation of Cloud 9 World Program.</p>	<p>Pre-K to 5</p>	<p>September 30, 2015 – June 10, 2016</p>	<p>Administration Borough Team Coaches Teachers Parent Coordinator Parents</p>
<p>Activities and strategies to increase parent involvement and/or engagement: PA meetings, Respect for All Assembly for parents, Tuesday parent engagement time, SLT meetings with parents to meet and plan strategies and opportunities for parent involvement and engagement (trust).</p>	<p>Pre-K to 5</p>	<p>September 30, 2015 – June 10, 2016</p>	<p>Administration Borough Team Coaches Teachers Parent Coordinator Parents</p>

Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct; the staff will buy-in to the Cloud9 world Character Education program for school-wide improvement (trust).	Pre-K to 5	September 30, 2015 – June 10, 2016	Administration Borough Team Coaches Teachers Parent Coordinator School Aides Parents
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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"> • Professional Development provided by Borough Team support, and administration, Cloud9 World Character Education Curriculum • Staff members to spearhead and transform the culture of the school environment through Professional Development on establishing a culture for learning, respect for all, and using multiple strategies to support high expectations of behavior for all students • Collaborative teacher teams (Learning Partners Plus) meet to plan and enhance Character Education. • PA and SLT meetings • Respect for All Assembly for parents <ul style="list-style-type: none"> • Tuesday parent engagement time, with parents to meet and plan strategies and opportunities for parent involvement and engagement • Contingent upon budget, the Cloud 9 Program will be implemented. 											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Goal Cloud9 Character Education program will demonstrate at least a 13% decrease in Levels 4 and 5 as indicated in OORS reporting system Mid-point: February 2016
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 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.

Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 9.6% of our students are proficient in ELA and Math. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

Collaborative teacher teams meet for curriculum planning using DOK Stems. Coherent unit templates with materials and assessments are created with the supports of internal and external personnel. Our plan is to invite and teach all administrators, as well as teachers to create and use both formative and summative data to inform every decision, rather than just the standardized test scores. The data is the current reality that demonstrates how well our school is meeting the vision/mission in our success for all incentive. PS 106 will develop goals and action plans using comprehensive formative and summative data sets. Staff and administrators analyze instructional and organizational practices through team meetings, observations, inter-visitations, reflections, and feedback forms. The school demonstrates strategic planning for formative assessment data sets with the goal to the narrow and close the achievement gap.

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

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

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

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

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

Part 2 – Annual Goal

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, 100% of classroom teachers will participate in the inquiry process through collaborative teacher team to improve their practice and student outcomes. This will be evidenced by using the Data Implementation Rubric and cycles of Student Learning and Data Conference (SLDC) with administration.

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>Professional Development provided by Borough Team support, administration, and/or staff members in our school-wide instructional focus, Fountas and Pinnell Benchmark Assessment System, Fountas and Pinnell Leveled Literacy Intervention System, The Writing Revolution, on ELA writing tasks, as well as Response to Intervention, building STAR period into the schedule to give students RTI period 1, AIS built into the schedule, an additional 6th prep built into the school day for data driven collaboration, common planning time built into the daily schedule for grade team meetings/collaboration. A group of teachers are participating in Learning Partners to deepen the inquiry process of supporting students' social emotional needs and teachers' pedagogy in Checks for Understanding. School created instructional focus- "Students will engage in high-quality discussions to deepen and elaborate upon their thinking, which will transfer to stronger writing in all content areas.</p>	<p>All students in grades K-5</p>	<p>Start date: September 9, 2015 End Date: June 10, 2016</p>	<p>Administration Borough Team coaches Teachers</p>
<p>Teams track specific groups of students and collaborate to support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities to receive targeted instruction (trust). Our school will regularly examine evidence and monitor and track student progress that best support knowing groups of students to ensure their growth and success (trust). Parents of students with disabilities will receive a monthly IEP goal progress report (trust).</p>	<p>All teachers and paraprofessionals of grades Pre K -5</p>	<p>October 3, 2015 – June 10, 2016</p>	<p>Administration Borough Team coaches Teachers</p>
<p>Activities and strategies to increase parent involvement: Parent workshops, Tuesday parent engagement time to meet and collaboratively support students, and parents will receive monthly progress reports (trust). Lighthouse Cafe.</p>	<p>All teachers and paraprofessionals of grades Pre K -5</p>	<p>Start date: September 21, 2015 End Date: June 10, 2016</p>	<p>Administration Borough Team coaches Teachers Parent Coordinator Parents</p>

<p>PPT Team will meet bi-monthly , SIT will meet monthly , Attendance Team will meet bi-monthly, SDC will meet bi-monthly or as needed, Vertical Teacher Teams will meet biweekly to collaborate (trust).Through distributive leaders, the administration builds the capacity of teachers. A group of teacher leaders participate in Learning Partners to support the school's instructional focus and positive school climate.</p>	<p>All teachers and paraprofessionals of grades Pre K -5</p>	<p>Start date: September 21, 2015 End Date: June 10, 2016</p>	<p>Administration Teachers Paraprofessionals Related Service Providers (Speech,OPT,PT)</p>
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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>Mastery Connect, Mathletics, Jolly Phonics, iReady, Learning A-Z and RAZ Kids, Imagine Learning, Compass Learning PathBlazer, and school schedule to provide common planning time for teachers to collaborate.</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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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>By February 2016, teachers would have engaged in at least two Student- Learning and Data Conference (SLDC) with administration, as evidenced by a collection checklist to monitor and track the progress of teachers in monitoring and tracking student progress and providing student supports for mastery of standards. Evidence include agendas and minutes from PS 106 Teacher Team meetings.</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 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.

Based on the school’s data, PS106Q has been designed to promote student’s levels of mastery. According to The New York State Report Card, ELA and mathematics, Students with Disabilities are participating and performing significantly below the standards. According to our School Quality Report, 9.6% of our students are proficient in ELA and Math. With the belief that all students can benefit from an Individualized Education Plan, we will put innovative infrastructures in place to motivate students, staff, and families to achieve the school’s vision to PS 106 scholars and educators spend their day in a dynamic, consistent, and joyful environment which equally nurtures and pushes students towards becoming their best self.

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

Our plan is to create and use both formative and summative data to inform every decision, rather than just the standardized test scores. PS 106 will develop goals and action plans using comprehensive formative and summative data sets. Staff and administrators analyze instructional and organizational practices through team meetings using protocols, observations, inter-visitations, reflections, and feedback forms. The school demonstrates strategic planning for formative assessment data sets with the goal to the narrow and close the achievement gap.

School Leaders create professional learning opportunities for teachers will focused on the key components of the Chancellor’s Initiatives, Danielson’s Framework and our Instructional Focus. This year we will increase opportunities for teachers to share best practices with each other. According to feedback from teachers during the Summative Conferences, teachers expressed having collaborative time with their colleagues has strengthened their practice and would like to continue with the collaborative environment. We will expand the landscape of collaboration and build leadership capacity by enabling teachers to build confidence and leadership skills by facilitating professional learning. Our goal is to increase the number of teachers who will facilitate workshops during weekly professional development. Our priority needs to achieve this will include:

- Develop a yearly Professional Development Plan and/or Calendar (live document)
- Empower/encourage teachers to participate as facilitators in Teacher Talks.

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, teachers will incorporate multiple entry points and use high level questioning during instruction as evidenced by quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in class discussions and student work products. This will be evidenced by teacher observation data using the Danielson Framework for Teacher rubric, with a focus on components 3b, 3c, and 3d.

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>. Fountas and Pinnell Benchmark Assessment System, Fountas and Pinnell Leveled Literacy Intervention System, Professional Development provided by Borough Team support, administration, and/or staff members by turn-keying best practice from outside workshops, utilizing the Professional Learning Handbook, Borough Team Liaisons attend monthly PDs and turn-key best practice to the staff to build capacity, teacher mentors work with newly-appointed staff, teacher leaders invite teachers/peers into their classrooms for inter-visitations/professional learning walks and present best practice (trust).</p>	<p>Teachers and paraprofessionals of grades Pre-K-5</p>	<p>September 9, 2015- June 10, 2016</p>	<ul style="list-style-type: none"> • Administration • Teacher Liason • Borough Team Coaches
<p>Teacher leaders present professional development of strategies/best practice to support learning outcomes for student subgroups such as lowest third, SWDs, and ELLs (trust). Teachers plan for and implement multiple entry points during instruction to engage all learners including SWDs, and ELLs.</p>	<p>Teachers and paraprofessionals of grades Pre-K-5</p>	<p>September 9, 2015- June 10, 2016</p>	<p>Administration Teacher Liaisons Borough Team Coaches</p>
<p>Teacher leaders present professional developments bimonthly and sometimes more frequently to deliver timely resources and/or materials to support best practice and school-wide coherence (trust).</p>	<p>Teachers and paraprofessionals of grades Pre-K-5</p>	<p>September 9, 2015- June 10, 2016</p>	<p>Administration Teacher Liaisons Borough Team Coaches</p>

			Teachers Parent Coordinator Parents
Teacher leaders will support their peer teachers in strategies that support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities to receive targeted instruction. With administration and teacher leaders our staff will regularly collaborate to set high expectations, examine evidence and monitor and track student progress that best support knowing students to ensure their growth and success (trust).	Teachers and paraprofessionals of grades Pre-K-5	September 9, 2015- June 10, 2016	Administration Teacher Liaisons Borough Team Coaches

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"> - Fountas and Pinnell Benchmark Assessment System, - Fountas and Pinnell Leveled Literacy Intervention System, - Borough Team Liaisons attend monthly PDs and turn-key best practice and set high expectations to the - staff to build capacity, - teacher mentors work with newly-appointed staff, teacher leaders invite teachers/peers into their - classrooms for intervisitations/professional learning walks and present best practice and set high - expectations <ul style="list-style-type: none"> - Professional Learning Handbook - Purchase of professional books on questioning and teaching strategies such as "Questioning for Classroom Discussion." 											
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		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.
An increase in teachers’ observation ratings in components 3b, 3c, and 3d from the “Developing” to “Effective” by February 2016.
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.

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.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	•		•
	•		•
	•		•
	•		•

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.

-

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

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

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.
Highly Qualified Teachers attend summer Professional Development, look at the Open Hire, reach out to teacher's recruitment, proper licensing, and provide support and mentoring to new staff members. Including, but not limited to new teacher orientation, and ongoing mentoring, as well as differentiated professional development.

2b. High Quality and Ongoing Professional Development

Describe the 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"> • Curriculum • Teacher Pedagogy • Inquiry Process using student data • Collaborative culture to support students social-emotional needs •

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Students that transition from Pre-K to Kindergarten, as well as students transitioning from UPK into our elementary school program will have an opportunity to engage in parent orientation meetings to acclimate their child to our school environment, receive information about our aligned curriculum, parent involvement activities, as well as parent workshops on how to assist their child with instruction at home, newsletters, monthly progress reports, and Turning 5 process.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL committee meets in the summer and collaborates with the principal to make the selection of appropriate assessment measures, the administrative cabinet makes assessment decisions, such as using Performance Assessments in ELA and Math; Fountas and Pinnell assessments, as well as the frequency of assessments. The Principal, the Data Specialist, liaisons, and BFSC Support all drive curriculum choices and provide teachers with professional development to make further instructional decisions. Additionally, all teachers will review and used the item analysis from the 2015 state exams and collaborated to improve practice around core curriculum. Administration and BFSC Support will provided teachers with professional development on collecting and using formative and summative data sets.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	114,752.00	X	5A, 5B, 5C, 5D
Title II, Part A	Federal	111,416.00	X	5A, 5B, 5C, 5D

Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,412,762.00	X	5A, 5B, 5C, 5D

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. PS106, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS106 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;
-
- 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)

PS106, 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:

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.

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 27	Borough Queens	School Number 106
School Name P.S. 106Q - Lighthouse Elementary School		

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 Rachelle Legions	Assistant Principal Hazel-AnnLewis
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Amy Coyle-Larson
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Dimaris Leary
Related-Service Provider Cara Frankel	Borough Field Support Center Staff Member Joshua Metz
Superintendent Mary Barton	Other (Name and Title)

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	218	Total number of ELLs	12	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	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 checked="" 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 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	12	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	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										0
DL										0
ENL	10			2			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	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: _____
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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	2	3	1	2	0	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											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)		1	1			1								0
Emerging (Low Intermediate)	1	1	1											0
Transitioning (High Intermediate)						1								0
Expanding (Advanced)	2	1		2										0
Commanding (Proficient)														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

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			2											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	2				0
5					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	1								0
4	2								0
5									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									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)								
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.
 Various assessment tools are used to assess the early literacy skills of the ELLs in our school. Fountas and Pinnell Benchmark Assessments in conjunction with their their Leveled Literacy system (LLI) are used. Teacher-created assessments are also used to assess the 4 modalities which are reading, writing, listening and speaking. With coaching and support, it is expected that the student's F&P Level will move forward according to the text gradient, and that the student will meet his or her grade level goals. Also, our school uses reading and writing performances from Expeditionary Learning and Core Knowledge. These programs cover various content areas such as social studies and ELA. The ENL teacher also works to identify specific gaps in the ELLs' learning and in developing effective scaffolding strategies to address each of his or her student's unique needs. For some, this will mean increased attention to phonics and vocabulary building; for others, it will mean developing skills in accessing background knowledge, making connections and inferencing by modeling critical thinking. For the upper grade ELLs, it was found that we need to focus on developing reading fluency, writing skills and academic vocabulary. For the lower grades, phonics, fluency, reading comprehension, structural analysis, decoding, and phonemic awareness are areas in which students are still struggling. For all grades, writing has been a struggle. Knowing this, the ENL teacher will be able to make writing the primary year focus although all 4 modalities will be covered, an emphasis can be placed on writing. The teacher can then seek and attend professional development opportunities that are related to writing where they can gain more strategies to help struggling writers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Regarding the NYSITELL, our data shows that most of our eligible ELLs tend to score at the high beginner and intermediate levels. Our ELLs tend to advance steadily in their speaking and listening skills followed by reading and writing (writing being the last and most challenging). The NYSESLAT scores for the past three years (between 2011, 2012 and 2013) show an interesting pattern: scores in Reading*, with the exception of two students, rose steadily. Of the two students whose reading scores did not rise, one rose from 4 to 8 in 2012 and went down to 6 in 2013; the other student is a student who only has a reading score for 2011(second grader at the time) and then spent 2012 and 2013 attending school in Puerto Rico. There are no scores available for those two years spent in Puerto Rico. She returned to our school for this current school year (2013-2014). In 2014, the student, however, increased in proficiency level. She scored at a beginner level in 2012 and rose to an Intermediate level in 2014. For Listening, Speaking and

Writing, most students' scores from 2011 to 2012 went up, there were a couple students whose scores remained the same. From 2012 to 2013 scores in Listening Speaking and Writing, with the exception of Reading(*see above), went down significantly. In 2014, the trend remained the same. For example, two students increased proficiency level along with it being the first time that the 2 students took the test. They both increased from being an intermediate ELL to an advanced ELL.

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

Currently, there are teacher conferences with each ELL's classroom teacher on a bi-weekly basis. It is during these meetings that both teachers collaborate and discuss the students' progress, areas of need and plan and evaluate interventions. During these conferences, the assessments of ELLs like the ELL performance patterns across NYSESLAT modalities are reviewed. Using the NYSESLAT modalities, the ENL teacher creates focused instructional groups that target specific skills. For ELL-SWD, classroom teachers and the ENL teacher coordinate their instruction to support deficiencies. A careful review of these patterns showed that ELLs showed strongest and most consistent results in reading, followed by speaking and listening. Writing proved to be the area of greatest need for ELLs, and not surprisingly, for general education students as well. While our instruction will maintain a focus on all four modalities, our planned focus is to develop strategies and scaffolding to improve both ELLs and general education students' writing skills. The design of our instruction is consistently adjusted to support student development in the areas of greatest need based on scale score conversion and review. The AMAO results reveal that the current 5th grade students have a high possibility to be long term ELLs. It also revealed that many of the SWD-ELLs stay at the emerging/low-intermediate level. This data has helped target those students with whom we need to provide additional and varied teaching strategies.

4. For each program, answer the following:

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

a. Currently, all of our assessments, except for the Spanish LAB, are given in English. The instruction given to our ELLs is all in English. Whenever necessary for clarification or explanation, a simplified command will be given to students and modeled appropriately for them to follow. In addition, while studying student performance level patterns, it is essential that planning time is allocated for classroom teachers and the ENL instructor to analyze quantitative and qualitative data and to share strategies that will work best with ELL students.

b. School leadership and teachers have been using the results of the ELL Periodic Assessments in order to better plan out instruction. The assessment results are designed to provide teachers with more detailed information about their students' strengths and needs in English language development. This then serves as a resource when planning for individual and small group instruction. Being that students tend to score higher in the speaking modality, the ELL Periodic Assessments assess the students' skills in three modalities: reading, writing and listening. This assessment provides more instructionally relevant data about the students, even more so than the ELA periodic assessments.

c. Our school utilizes the results from the periodic assessments to plan out focused, coherent instruction that caters to the students' needs and uses the data to supplement comprehension and understanding within the targeted areas for improvement. The home language is used when applicable and necessary for clarification and/or explanation. If that is not possible because most of our ELLs within the instructional group do not share the same home language, then a simplified command or explanation is given along with modeling so that the students can all follow along.

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](#).]

As a school, we embrace the practices of RtI. However, we understand that there are different interventions that we can utilize with our ELL students at every tier of the process. Our school currently has an RtI program that uses Fountas and Pinnell's Leveled Literacy Intervention (LLI). Their varying levels are then recorded and then tasks are aligned to the students' levels during differentiated instructional time.

As with all of our students, we seek to understand their characteristics as children and learners so that we can utilize their strengths to assist with their weaknesses. With our ELLs, this understanding comes from informal classroom observations, conversations with students and their families, data from the Spanish LAB-R (to evaluate their proficiency in the native language), and evaluation of their work. We also utilize data from the RELC to better understand their learning history (SIFE, past test results) and to see if there are major gaps that need to be filled. Information about the socioeconomic status, immigration pattern of the family, and familial support are all qualities that our team (principal, teacher, social worker, guidance counselor, intervention teachers) use to support our children.

Our baseline assessments allow us to determine where our ELL students fall. We understand that their learning may initially move at a slower pace as they acquire new vocabulary, adjust to a new culture, and learn the structures of our school. What we look for is progress. Is the student growing in reading and writing, speaking and listening? Are they establishing friendships within the school setting? Are they engaged with cognitively challenging instruction? We also compare our ELL students with students of similar backgrounds to see if they are progressing at similar rates while receiving the same types of supports.

When we find that our ELL students are not moving at an appropriate pace, we move to Tier 2 interventions to provide supports. Our ENL instructor meets with classroom teachers to share appropriate strategies. Students are placed in AIS, work with our teachers, and are given intensive small group push-in instruction from our SETTs teacher so that they do not miss what is being taught. For instance, we utilize shared reading and writing to engage students. Teachers link students' background knowledge to make sense of content. Teachers and classmates engage in conversations and the sharing of ideas that assist with language development. Teachers use the NYSITELL to identify where the student is strong, and utilize those strengths to make connections with the English language. We provide additional scaffolds related to content - immersion into vocabulary, picture/media support, trips, repetition and the breaking down of lessons - to assist with grasping new ideas.

Before recommending a student for Tier 3, teachers meet with the ENL instructor and Principal evaluate whether the ENL setting is appropriate for this particular student. Interventions are evaluated and the team provides the teacher with additional research based ideas to address student needs. If the student continues having difficulty after all these supports have been put into place, then a more comprehensive evaluation has to be administered to see if additional services are necessary.

6. How do you make sure that a student's new language development is considered in instructional decisions?
During lesson planning, the ELLs level of proficiency in English is carefully considered. The ENL teacher designs appropriate and manageable tasks (ie. through differentiation). When reviewing vocabulary, an Emergent ELL might be asked to simply find a vocabulary word on a worksheet and draw a line matching the word to a picture that illustrates it; an Intermediate ELL would be asked to find the word and match it with its definition, and commanding ELL might be asked to use the word in a sentence. All of our instruction is given in English. We do encourage the students to read in their home language at home with their parents so that they do not lose fluency in their L1. We also encourage the students to try to sound out words and draw pictures to show mastery and understanding of the concepts being taught.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g, meeting AYP for ELLs).
ELL success is evaluated primarily on NYSESLAT results when our students meet the projected goals of proficiency(AMAO). Success is also measured on ELLs performance on state tests (ELA, Math, Science). In addition, as delineated earlier, we have ongoing assessments throughout the school year like the Fountas and Pinnell Benchmark Assessment, ELA Performance Assessment Writing Prompts (MOSL), ECLAS-2 for grades K through 3 and EPAL. We also utilize the ELL Periodic Assessment for grades 3-5 to determine and measure progress. For our lower grades, our ESL teacher assesses phonemic awareness and sight word recognition to monitor progress. We anticipate and look forward to also incorporating technology by the use of some subscriptions we have found provide academic support and enrichment, such as myON books, Mathific, Mathletics, iReady, BrainPOP and Raz-Kids. Use of these materials will help us monitor the progress our ELLs demonstrate and ultimately set up our children for success as we prepare them for a more technologically-based society. Finally, success of our ELLs programs is measured the attainment of specific short term goals for ELLs determined by the ELL and General Education teacher after identifying areas for improvement.

Part IV: ELL Identification Process

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

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.
During the course of enrollment, all parents are required to fill out the Home Language Identification Survey (HLIS) to determine if the student's home language is not English (which could indicate that the student may be limited English proficient). Ms. Singh, the pupil accounting secretary at our school is responsible for filling out the top portion of the HLIS. The pupil accounting secretary is then responsible for contacting the ENL coordinator/teacher, Ms. Hernandez, to determine NYSITELL eligibility assistance and orientation in filling it out. If the parent is not able to communicate in English upon enrolling, the ENL teacher will show the parent(s) the DOE's Language Identification Guide to determine the language of the parent. The ENL teacher will then contact the Translation and Interpretation Unit to procure a translator (via phone) to assist in filling out the HLIS form and address other enrollment business. The

ENL coordinator/teacher (certified) reviews the HLIS forms for all new enrollees. This review and subsequent NYSITELL testing is conducted within the ten days following school enrollment to identify students who might be eligible for the NYSITELL and possible services. (HLIS forms are also reviewed on an ongoing basis whenever a new student is admitted to the school). The ENL teacher, also confers with individual classroom teachers to get their feedback on all possible candidates being considered for services. She then conducts an informal interview in L1 and L2 with these students to informally assess level of the student's proficiency in their L2, and to set an appointment for administering the NYSITELL) and the Spanish LAB where appropriate. All testing is completed within the first ten school calendar days.

Students who score below proficient on the NYSITELL are deemed eligible for ENL services. Parents are notified by mail and phone and are invited to an orientation meeting to learn about the services offered to ELLs. This parent orientation meeting with the ENL coordinator/teacher takes place within the initial ten days following enrollment. Parents will view the DOE Parents Orientation video in their native language and also in English explaining their options: Transitional Bilingual programs, Dual Language programs or ENL program. The ENL teacher explains that PS 106 currently offers only the ENL Program. Parents are also told which schools in the area offer Dual Language, and Transitional Bilingual Education. If parents do not speak or understand English, the ENL coordinator/teacher will make arrangements beforehand with the Translation and Interpretation Services Unit to procure a translator(s) for the orientation. All attempts to contact families of students that don't respond are logged. At least two attempts are made to invite parents to orientation. If they don't respond, students will be placed in a Transitional Bilingual Education Program as per guidelines.

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).

In order to determine a student's status as SIFE, we will first administer the HLIS so that we have a understanding of the student's prior schooling. If the HLIS states that the student has had an interruption or inconsistency in their formal schooling and is a newly identified ELL in between grades 3-5 and tests at an entering or emerging level on the NYSESLAT, we will administer an oral interview questionnaire and utilize a LENS if the student has a home language of Arabic, Bengali, Chinese, Haitian-Creole or Spanish.

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).

Upon the identification for newly enrolled students with IEPs, the language proficiency team is informed. The Principal, Ms. Legions, Assistant Principal, Mrs. Lewis, ENL Teacher, Ms. Dewing-Chan, and SETSS teacher, Cara Frankel, will all be a part of the LPT. They will then discuss the student and their needs to determine if language is or is not a factor in their learning. The LPT will also determine whether or not the student is eligible for NYSITELL testing. We will ensure that a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands is present at every meeting with the LPT. The LPT will consider the student's history of language use in the school, home and community, the results of the individual evaluation of the student, the assessments administered in the student's home language along with any information provided by the CSE as to whether or not the student's disability is the determinant factor affecting whether or not the student can demonstrate proficiency in English. Based on these factors, the LPT will then have to make a determination as to whether or not the student is eligible for NYSITELL testing or if the student has second language acquisition needs or if the student's disability is the determinant factor affecting the demonstration of proficiency in English. If the LPT determines that the student may have second language acquisition needs, then the student is required to take the NYSITELL. If the LPT determines that the student's disability supercedes his linguistic needs, the recommendation is sent to the principal for review. The principal must accept or reject the recommendation. Should the principal reject the recommendation to not administer the NYSITELL, then the NYSITELL must be administered immediately. If the principal accepts the recommendation, a copy of the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must also be notified within three school days of the decision in the parent or guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has ten school days to accept or reject the recommendation of the LPT. If it is determined that the student must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL and notify the parent or guardian. The LPT NYSITELL Determination Form must then be completed and placed in the student's cumulative folder. This process is completed within the twenty days allotted for ELL Identification for students with IEPs.

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 a score is properly determined, our school staff or ENL teacher promptly checks ATS for an updated roster of students who are entitled or non-entitled for ELL services. Then they download the appropriate document in the parents' preferred language to mail out to the parents. If the student is 18 years or older, then the student also receives a copy of this letter. It will be dated, signed and retained in the students' cumulative folder. Entitlement letters are sent to parents prior to a parent orientation. Phone calls and verbal reminders are also given by the ENL coordinator/teacher. Parent Survey forms and Program Selection forms are distributed at the orientation for parents to fill out. Most parents fill out the forms at the orientation and return them to the ELL coordinator immediately. Those parents who opt to take forms home are asked to return them within two days. If the

forms are not returned, follow-up phone calls are made to ensure that forms are returned.

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 notified that they can have their students re-identified as an ELL. Parents are given a "Right to Appeal ELL Status" fact sheet when entitlement or non-entitlement has been determined. The sheet outlines and explains what the re-identification process is about and how they can appeal. They are told they can submit a written request to the principal. Once that written request is received, the school must initiate a review of the ELL status determination. The re-identification process must be completed within 10 school calendar days of the written notice. If the CSE must be consulted, then the process must be completed within 20 school calendar days. All written notices and letters are then copied and kept in the students' cumulative record folders.

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.

After viewing the video explaining the three options, parents are encouraged to discuss their preference(s) and ask questions prior to making their selection. In addition to the video parents are provided with online resources and pamphlets that further explain the options available to them. The ENL coordinator's aim (with the assistance of a translator for languages other than Spanish, if one is to assist these parents in exploring each option and ultimately making the choice that is most in line with their values and their child's needs. Parents who place a strong value on maintaining and advancing their child's competence in his/her first language will be attracted to the Dual Language option. Parents whose children know almost no English and who are academically advanced in their first language may prefer a Transitional Bilingual Program to give the child time to 'ease' into their second language.

Parents are sent a letter notifying them of their child's status as an ELL student. They are given a time and date to learn about the three program choices available in NYC for ELL students. They are given the brochure with the options, are shown the DOE video in their native language by the school's Parent Coordinator or ENL teacher, and then they fill out the survey with the three choices. This is all done within the first 20 days after their child has been enrolled. If a parent fails to come to the assigned meeting, the parent coordinator and/or classroom teacher contacts the parent to ensure that they come to the school and know their options.

We have ongoing parent orientation meetings throughout the year as new students enroll in our school. We arrange for the appropriate translators to be present. At the orientation, the ENL teacher explains the process by which the New York City DOE identifies and services ELLs. We also explain the different service models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language.

When we find a school that offers a Transitional Bilingual Education or Dual Language program, we contact the parents to let them know that these programs are available and offer assistance should they want to switch out of the Freestanding ENL.

Our experience here at PS 106 is that the majority of our parents will opt for the Freestanding ENL program, which is what we offer. Most of our students come to us with a basic grasp of English and parents are eager for their children to master English as quickly as possible and feel that a program that approximates total immersion like our Free Standing ENL will give their child the best chance of doing so. This is the primary concern that is voiced during orientation. As you can see from the demographic data, most of our enrollees are Hispanic. The surrounding community also has a large Hispanic representation. Consequently, Hispanic parents tend to feel that their child's first language needs and culture are adequately supported by the family and community. The fact that child's teacher is bilingual is another factor that at times will factor into their decision. But even non-Hispanic parents tend to also choose Freestanding ENL.

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.

As soon as a student is deemed eligible for ESL services based on their hand scored NYSITELL scores (which are stored in the ESL teacher's compliance binder), the parent is notified with an Entitlement letter in both English and their native language. The entitlement letter outlines their child's evaluation results as well as the various ELL service models available in the New York City Department of Education: Transitional Bilingual, Dual Language, and Freestanding ESL. This valuable information is presented to parents within twenty days of the start of the school year with a viewing of the EPIC video as well as translated brochures which explain New York City's three service models. In addition, we arrange for the appropriate translators to be present to clarify or answer any and all questions parents may have. After this orientation, parents are given a survey that asks them to rank their preferred service model on a scale of 1 - 3. Each survey is completed and signed by the the parents by the end of the Orientation meeting. This process ensures the understanding and completion of all ELL Student Survey forms and each Parent's Choice of an ESL Program for their child(ren). The

surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder.

Phone calls and verbal reminders are also given by the ELL coordinator/teacher. Parent Survey forms and Program Selection forms are distributed at the orientation for parents to fill out. Most parents fill out the forms at the orientation and return them to the ELL coordinator immediately. Those parents who opt to take forms home are asked to return them within two days. If the forms are not returned follow-up, phone calls are made to ensure that forms are returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We make several attempts to contact parents about the Parent Survey and Program and Selection forms that have not been completed and returned. The ENL teacher, Parent Coordinator and Pupil Accounting Secretary all work together to constantly contact the parents. A list of the missing Parent Survey and Program Selection forms that have not been completed and returned is created and the staff speaks with one another daily regarding the progress of obtaining it.

9. Describe how your school ensures that placement parent notification letters are distributed. After the student has been determined to be in need of ELL services, parents are immediately notified through placement parent notification letters. Our staff checks the ELL roster and correlates the notification letter with the parents' preferred language. Within this placement letter, they are given a time and date to come in to learn more about the services that we have and proceed to fill out surveys and program selection forms as quickly as possible.

The ENL teacher works alongside the parent coordinator to make sure that parents are receiving the letters. The Assistant Principal oversees the ENL teacher to make sure that it is being done in a timely manner and distributed to the students for them to take home. If parents do not receive the letter from their child, the parent is encouraged to come into the school or have it mailed out.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We currently have an ENL binder created by the ENL teacher where all ELL pertinent information is stored. The binder is divided into various sections. For example, the HLIS along with the parent survey and selection form can be found on tab 4 while NYSITELL answer documents can be found on tab 9. Since our ELL population is very low, we are able to keep every single student's documents in the binder. In addition, all of the documents for each child are kept in the students' cumulative folders.

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.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) include ordering enough exams in October to administer the NYSESLAT to all ELL students in the Spring. The numbers for each grade band should be The ELL students at Riverdale Avenue Community School will be annually evaluated using the NYSESLAT and administered by the ESL teacher. This exam assesses the four major modalities - Speaking, Listening, Reading, and Writing in English to every ELL student in Riverdale Avenue Community School. This assessment provides the teachers, parents, administrators, and students a score and data that reflects each students' level and understanding of the English language. The Speaking portion of the NYSEALAT is administered individually in mid-April through mid-May of each academic year. The Listening, Reading, Writing portions of the NYAESLAT are administered to all ELL students by mid-May. I.E.P.guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher requests an RLAT report to update current as well as new students to ensure all ELL's have received required assessments.

The ENL teacher is trained prior to the administration of the NYSELAT. She then creates a schedule where each grade band, the school schedule and the test administration time frame is taken into account. She makes sure that all the proper documentation is kept and stored properly.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher, parent coordinator and pupil accounting secretary work together to ensure that the entitlement letters are delivered in a timely manner. After the student has been tested, the ENL teacher ensures that the proper entitlement letter is filled out for the ELL or non-ELL student. The parent coordinator and pupil accounting secretary then make sure it is given to the student as well as reach out to the parents ensuring that they receive it.

After the students take the NYSESLAT in May and scores are calculated and determined in August, the staff or ENL teacher will download continued entitlement and transitional support parent notification letters that will be mailed to the parents by September 15th so that parents have time to consider how the services have helped or adversely affected their child. This will also then prompt the parents to consider submitting a written request for a re-identification process.

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).

The trend in program choices here at PS 106 has been that almost all of our parents opt for the Freestanding ENL program, which is the choice we offer. Some possible explanations for the consistency of this program choice are: 1) Most of our students come to us with a basic grasp of English, ie from high beginner to advanced. (The rare student that enrolls at the very low beginner level has always been Hispanic.) Parents feel that their child's basic grasp of the language along with assistance from the ENL teacher (who is also proficient in Spanish) is sufficiently adequate to meet the child's academic needs. (2) Our parents' primary concern has always been that their child attain proficiency in English as quickly as possible. Parents come to us with the assumption that a program that approximates total immersion like our Freestanding ENL will give their child the best chance of acquiring proficiency in the second language quickly. This is the primary concern that is voiced during orientation. (3) Comparatively speaking, PS 106 is a small, family friendly school. It is also conveniently located in proximity to public transportation and the community in the area. In addition to the first two reasons, parents appreciate the smaller size of our school and the ratio of staff to students. (4) As you can see from the demographic data, nearly ninety percent of our ELL enrollees have a Spanish home-language. The surrounding community also has a large Hispanic representation. Consequently, Hispanic parents tend to feel that their child's first language and cultural needs can be met primarily through the family and community. This past school year, one parent however chose the dual language program as their top choice. They were offered assistance in finding a school with a dual language program. However, because our school is the closest to their home, they opted for the ENL program. They also had family members that are currently in the ENL program, which may have also swayed their decision to stay. The same rationale is true for our non-Hispanic parents (ie Pakistani, Bengali and Afghani). This year, only one parent had dual language as their first choice. However, due to proximity and the fact that their family members were in ENL program, the parent opted for the child to attend the Freestanding ENL program.

We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. We will also continuously monitor parent choice through the use of the ATS ELPC Screen as parent needs may adjust. Our contact with parents does not stop after this initial step; every year, all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

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.
Due to the fact that we have very few ELLs, our group is heterogeneous. Since the ENL teacher is certified in ENL, she is able to service her group with both integrated ENL (within the classrooms) and Standalone ENL. Students will be pulled out in no more than 2 contiguous grades. Students will be of mixed proficiency levels due to the small population of ELLs and ENL teacher availability. Students will be engaged in ELA as the content area selected for integrated ENL. Standalone ENL will focus on student on the linguistic aspect of language acquisition.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
Through the collaboration of teachers, cluster teachers, and the Administration, a schedule is submitted for approval containing the required instructional minutes for all our ELLs as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the NYSITELL or the NYSESLAT. The Pull-out services are provided to heterogeneous groups of students across grade levels. ELL students whose Proficiency level is identified as an

entering or emerging level are scheduled to receive 360 minutes per week. Both entering and emerging students will be given 180 minutes of standalone ENL and 180 minutes of integrated ENL. Our transitioning students will have a total of 180 minutes with all 180 minutes being integrated ENL. Our expanding students will be serviced for 180 minutes total, with all 180 minutes as integrated ENL/ELA. Commanding and former ELLs will receive a total of 90 minutes of integrated ENL. All Proficient students who have tested out of the ELL program are still required to have transitional ELL support in the classroom for 90 minutes per week. The school ensures that all ELL-SWD's receives services mandated on their I.E.P. by posting all students I.E.P. on the SESIS Program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. teacher mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain information. The ESL teacher works in collaboration with the classroom teachers, and the administration to ensure that all of our ELLs (newcomers, long-term, and those with special needs) receive their mandated ESL minutes per week.

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.

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

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

Since we are a Freestanding ENL program, the only home language evaluation we administered is through the Spanish Lab-R. However, we ensure that ELLs are appropriately evaluated in their native language by conducting an informal interview and completing a survey upon arrival at our school. This helps determine if a student's home language is other than English, or a native language is other than English. Our school takes advantage of the DOE's telephone translation service to ensure we comprehend the student, and may call upon teacher personnel who have a working knowledge of a student's native language to assist as necessary. Initial assessments such as the NYSITELL and Spanish LAB-R are administered to help evaluate each potential ELL student. Following directions explicitly, and noting on the answer key if the student's native language interfered with the completion of the assessments is important in evaluating a student appropriately. Also, if an informal assessment is needed to evaluate a student, he/she may use both English and the student's native language to complete the assessment.

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

Our school uses the curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs in the least restrictive environment by making sure that all instructional strategies and grade-level materials the ELL teacher uses align with the New York State Common Core Standards. Providing small group instruction during their mandatory 360/180 minutes of ENL classes as well as additional support services (when necessary) helps to meet the diverse needs of our ELL students. Scheduling flexibility is demonstrated by the ENL teacher adjusting her schedule to Push-In to a classroom to support a students' needs. I.C.T., C.C.T. and general education classrooms were created in our school to support all students and their special needs. Educational Assistants (Paras) are provided if mandated by the student's IEP.

Our curriculum allows students the opportunity to access skills at a variety of different levels which then support their overall development. As part of our instructional process, all teachers participate in an inquiry cycle, where they continually assessed students in order to inform their practice. This allows teachers to create small, instructional groups targeted to students' needs. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. This allows us to support ELLs in their least restrictive environment. Being that we are a small school, all teachers are able to form lasting bonds with students and families, and get to reach students in an individual manner. In subsequent years, teachers are then able to make well-informed choices about students. Creating teacher-made lesson materials and pairing students based on ability all reflect our school working to meet the various needs of our ELLs within the least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the use of multiple modalities, and daily opportunities for listening and speaking allow ELLs to read and write at their individual instructional level. Grouping students based on ability, creating Cooperative Learning Groups, and scaffolding instruction are other ways in which we meet the diverse needs of our ELL-SWD's within the least restrictive environment.

Through instruction, students are given teacher based assessments in both reading, listening, speaking and writing. In addition, they show their reading and writing abilities through benchmark, mid unit and final assessments. Students in grades K-2 are given Core Knowledge assessments which are focused on reading and writing while students in the upper grades are given assessments through iReady, which is a computer program which evaluates a student's reading ability.

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. There have not been any SIFE students in our school for the past few years. However, should the occasion occur, the teacher would use data to inform instruction. During the interview process, the teacher would have asked about the child's schooling along with assessing the student. If the student is in fact a SIFE student, she will then determine what is best for them depending on the amount of schooling that they receive. We would introduce and discuss topic of SIFE's in an ongoing fashion at staff meetings (who they are, their unique needs, effective strategies to use with SIFE, etc) and answer questions. We encourage the sharing of ideas on how to make PS 106 especially welcoming to SIFEs. Teachers at PS 106 already use a buddy system for new ELLs by pairing them with advanced or proficient ELLs who speak the newcomer's first language. This approach would also be used with SIFEs. The ENL teacher in conjunction with SETSS teacher will make lower level texts available to teachers of SIFEs to complement grade level texts. The ENL teacher will also conduct ongoing research on materials (software, texts in first language, assessment tools) that would be useful in working with SIFEs. For example, we identify and make contact with companies that publish bilingual textbooks in different languages. We can add to our library textbooks in Spanish (and other languages) at the different grade levels. The ENL teacher is also bilingual and can provide initial instruction in L1 to Spanish speaking SIFEs'. (Given the large number of Spanish speaking ELL's in our school, it is safe to assume that the majority of SIFE's attending our school would be Spanish speaking. ENL teacher would also initiate contact with staff at DOE's interpreting service unit to identify staff who speak the SIFE's first language (L1) if they are not Spanish speaking. We would contact schools in our area that are already servicing SIFEs to learn from their experiences and possibly secure additional resources.
- B. Newcomer ELLs are given simpler tasks to note for comprehension. They may be asked to show their understanding in a variety of ways such as oral, writing, TPR and captioning. There will be constant opportunity for the newcomers to voice their opinions and share their ideas. Newcomer ELLs are further supported in their native language often accompanied by a visual support. We will continue to explore and implement new ways to create an ELL-Friendly environment both in and outside of the classroom. One of the ways we will do this is to devote more of our professional development time (and in more informal get togethers i.e. 'lunch and learn') to learn about the needs of ELLs and the kinds of practices that will make our school environment more ELL-Friendly. For example, in learning about the "Stages of Second Language Development", teachers will come to understand that it is perfectly normal for an ELL in the preproduction stage of language development to go through a silent, non-speaking stage, thus the importance of implementing teaching strategies that allow ELLs to use gestures or movement to show comprehension, or to have choral rather than individual read-alouds. Of course, we will continue to broaden and build on our teachers' expertise in the use of differentiated instruction especially as it pertains to ELLs. During these sessions, teachers will also share their impressions on how they feel 'newcomers' are adjusting and also exchange ideas on how to be more supportive. Content area teachers do pay close attention to the needs of newcomers. They have also been instrumental in facilitating relationship building between ELLs and their peers. These efforts will be affirmed and highlighted in more formal ways to inspire others to do the same and to continue the practice. We will also explore ways of increasing the involvement of parents of ELLs who are new to our school. Although language (and at times cultural differences) tend to inhibit some parents, we are looking at ways to encourage involvement that would not require a lot of verbal communication. We will also look into procuring more materials (pamphlets, brochures with subjects of interest) in the language spoken by our ELLs' parents. Where possible, we will also try to facilitate relationship building ('buddy system') between the new parent and parent from the same country who is more experienced and also bilingual. The ENL Teacher along with the guidance counselor and parent coordinator will confer on a more regular basis to assess needs and progress of newcomers, and to schedule special events for ELLs i.e. welcome luncheon, ELLs club (support group), promoting cultural sensitivity in the school. In order to prepare for ELA testing (which is now required after 1st year), we will devote at least 2 periods per week on test preparation, i.e. teach test specific vocabulary, model test taking strategies, use texts from sample tests to teach language usage, editing and reading comprehension, develop and expand students vocabulary with weekly lists to memorize and weekly tests, build reading stamina by assigning weekly reading assignments.
- C. Developing ELLs who have been receiving ENL services at our school for 4-6 years are usually well adjusted to academic life and able to perform at or above grade level. Nevertheless, they need to be closely monitored. Ongoing support is critical. Some of these ELLs at times find themselves unable to get beyond certain levels of proficiency. We must identify our

students' 'blind spots' areas where fossilization of incorrect language usage has occurred in speaking and/or writing. To this end, the school will continue to procure assessment tools (especially those geared for ELLs) that enable us to pinpoint more accurately ELLs' areas of need, and also help to develop appropriate action plans. Content area teachers will expand their usage of ELL related resources and materials that are provided during professional development, as well as strategies specifically designed for ELLs that are suggested in our Teacher's editions. Experienced ELLs are a great resource and have a lot to offer newcomers to our school. Even though, they have been tapped in the past to help newcomers, a more concentrated effort will be made to have ELLs partner with newcomers to share their hard earned wisdom and knowledge. In addition, ELL students will be asked to further comprehend by expanding their simple sentences and adding details. They will be given a less simplified graphic organizer that the newcomer ELL's will use as a stepping stone as they acquire language skills that will allow for them to also work on the graphic organizers provided to the general education students.

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

E. The ENL teachers will give Former ELLs content area services. She will be give students extra questioning sheets along with content areas strategies/skills sheets and discussions. Text feature skills will help former ELLs be able to further problem solve and deepen their thinking. Read-alouds are used to help with all language learners.

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.

Matters will be handled in a timely manner. The ENL and SETSS or Special Education teacher will collaborate as to what the best option for the students is based on their goals, if they have and IEP. If they do not, the ENL teacher will work with the classroom teacher to determine what the students needs are. Lessons will then be created to fulfill those student's needs while the re-identification process is being approved. The principal will also consult with a qualified staff member in the school, the parent/guardian and the student to review the new determination. If the principal, based on the recommendations, determine that the student may have been adversely affected by the re-identification process, the principal must provide additional support services to the student and may reverse the determination within this 6 to 12 month period.

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?

Scaffolding, visuals (technology and pictures/images) and graphic organizers are the primary instructional strategies used when teaching ELL-SWDs. These strategies activate various paths of prior-knowledge which will make comprehension and input much easier. Graphic organizers will help students be able to gather and organize their thoughts, which may present to be a difficult task for many ELL-SWDs. Close reading strategies are used, for example, an ELL-SWD with limited decoding skills listens to a specific vocabulary word that from an academic text. Without seeing the actual spelling of the word, the student is asked to locate the word in the text using what limited decoding skills they have (ie recognizing beginning and possibly ending sounds) to spot the desired vocabulary word. Using a Learning Experience Approach, students are encouraged to write short sentences related to an experience in class, or to self evaluate a lesson (what was easy, what was difficult, etc), student is also encouraged to write journal type entries. Graphic organizers as mentioned before are even more critical for ELL-SWDs as one of the tools in scaffolding instruction, as well as word walls and manipulatives (ie math), likewise, the use of Total Physical Response to help aid retention and to give facilitate learning for bodily- kinesthetic learners is also utilized when possible.

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?

The ENL teacher attends the student's IEP meetings to be informed about the student's goals. The student's classroom teacher along with the ENL teacher discuss plans and scaffolds for the students learning. Collaboration between the teachers will help allow for a more successful attainment of the student's IEP goal. The ENL Teacher also maintains copies of ELL-SWD's IEPs to target instructional goals listed. Scheduling is coordinated with Special Education Teacher as well as Occupational and Speech teachers to insure that ELLs do not miss mandated instruction. All staff work together to prioritize instructional needs in order to assist ELL-SWDs to move up proficiency levels and test out.

Chart

The instructional strategies and grade-level materials that teachers of ELL-SWDs use that provide access to academic content and accelerate English language development include speech translation through the Google Translation Link, BrainPOP, interactive templates for spiral review through the use of games like Jeopardy or Millionaire. Use of an Interactive Smartboard will not only reinforce academic concepts, but provide students with a way to cater to their individual learning styles and learning modalities. Many of the technological methods and strategies can align with students I.E.P. goals / modifications. The TPR Strategy is another way to accelerate English language development through acting out stories or singing and dancing to songs that relate to the Science and Social Studies curriculum or focuses on their native language and culture. Classroom teachers use a variety of instructional techniques, including direct instruction, indirect instruction, and experiential learning in order to support students. Using the workshop model, ELL-SWDs are given the opportunity to access grade level appropriate content, while independently practicing relevant skills and strategies. Differentiated instruction also occurs as a standard part of our instructional day, and students are provided with the opportunity to work with their peers and in small groups. In addition, all of our early childhood classrooms are rich with language opportunities for students through the availability of anchor charts, sentence starters and text prompts.

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*
Chart	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(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. 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.

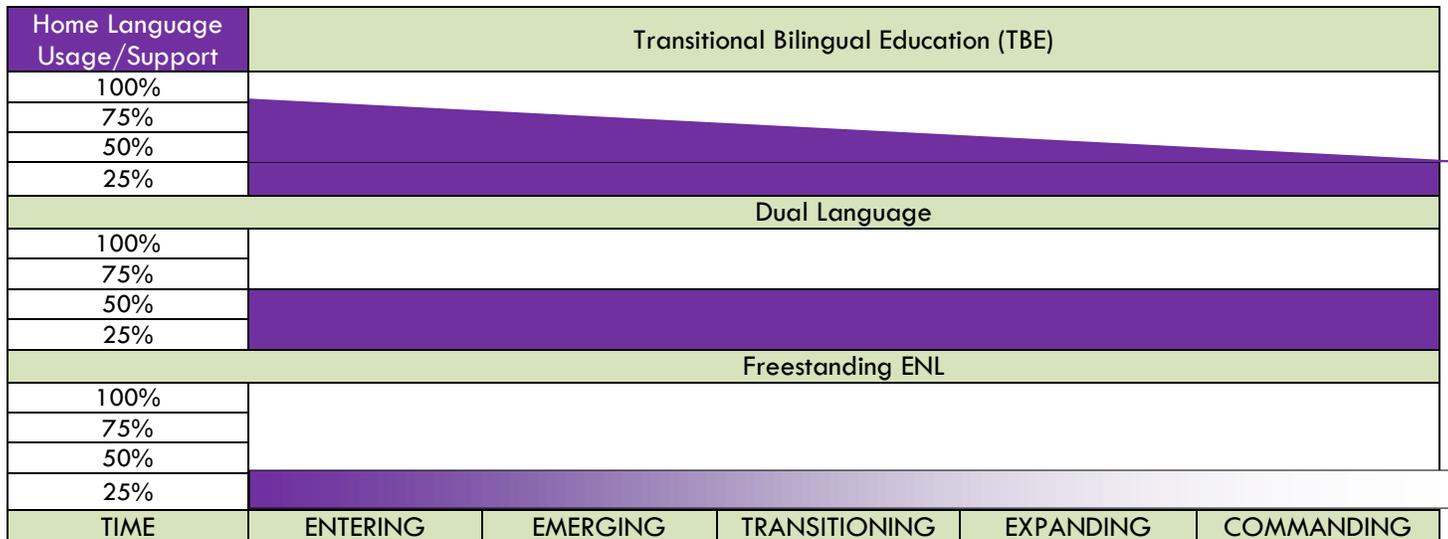


*Note: “other approved services” does not apply to New York City at this time.

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.
We currently use LLI to target literacy in English. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. The ELLs receive additional ELA support through our use of the Core Knowledge Language Arts curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the GoMath curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom. In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our Free Standing ENL program has been effective in meeting the needs of ELLs in both content and language development. Past performance on NYSESLAT has usually shown an upward trend (with an occasional dip) of students moving from one proficiency level to another and eventually testing out. This trend continued until 2013 when our school was seriously affected by Hurricane Sandy (students on the average missed one month of school, we lost the use of a building that housed our Pre-K through 2nd grade classrooms, along with the loss of textbooks and materials). Even so the dip in performance in Listening, Speaking and Writing scores for 2013 was not as low as one might have expected, with reading even rising! Our program and school has regained its footing and is delivering effective service as optimal levels as before. In 2014 our ELLs scores rose and subsequently so did their overall proficiency level.
12. What new programs or improvements will be considered for the upcoming school year?
The Write Steps program will be implemented in the lower grades to help strengthen writing. In Pre-K, Kindergarten, first and second grade, the teachers are utilizing Jolly Phonics this year, which emphasizes the letters and their respective sounds as a way to reinforce the alphabet before introducing sight words, high-frequency words, and word family patterns.
13. What programs/services for ELLs will be discontinued and why?
There have not been any ELL programs/services 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 all afforded equal access to all school programs. ELLs have access to and take part in all school programs that they are interested in. Programs are usually presented to ELLs in the general education classes by their gen ed teachers. Flyers with enrollment information are sent home for students to sign up if interested. We encourage our ELLs to join our school community in all the events that we have at our school. In doing so, we also provide flyers in the student's home language for parents to encourage their participation as well.
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.
iPads are used for videos and educational learning games on websites such as BrainPOP, starfall and kidzone. These websites include interactive content area lessons and games for students to be highly engaged. Teachers use these websites to further enhance classroom skills as well as iReady is means of practice and reinforcement for reading comprehension. This year, we have also included Mathtific, Mathletics, myON and Raz-Kids subscriptions for the students to consistently reinforce the skills they are learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our program is only a freestanding ENL program. With the exception of the Spanish LAB, all subsequent evaluations are done exclusively in English. However, native language support is delivered in our Pull Out ESL Program by having literature available to the students in their home languages in both the classroom and the library. The use of Google Translation web sites and other translation web sites such as Reading A - Z help translate information/stories to the student's home language. Students may also respond in their home language both orally and written as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond with ELL's ages and grade levels by having students grouped according to their corresponding age level, and are given the opportunity to collaborate and work with their peers as much as possible. Related service providers group students based on both age and ability level, in order to maximize instructional time with students. Related service providers also interact with the classroom teachers to further support and check on student's development.
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).

N/A

19. What language electives are offered to ELLs?

There are currently no language electives offered to ELLs.

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)?

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.)
The ENL teacher will be sent to Borough Field Support Center development meetings and training. The teacher will also receive support for the Borough Field Support ELL specialist. In addition, the teacher will be sent to trainings posted on the DELLSS Opportunities and resource page. The ENL teacher will also be able to seek out any other approved ELL training that they may come across and feel as if it would enhance their pedagogy and overall development as a teacher.
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?
Teachers of ELLs are a part of a part of Monday's professional learning time where teacher teams and other professional development opportunities occur. During the teacher teams, the teachers discuss lessons relating to the common core learning standards. Various content area professional development training regarding the Core Knowledge, Expeditionary Learning, ELA modalities and other content areas to help the ELL teacher become familiar with the standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor and parent coordinator provide resources to staff regarding the transition from elementary school to middle school. They also hold meetings where they speak to the staff regarding the transition and ways to help their students cope. The parent coordinator assists the staff understand any parent concerns and scenarios as to what may be going on in the household during this time based on past years parent's feedback. Year round the guidance counselor helps 5th grade teachers begin to implement strategies which will gradually help students become ready for middle school. Professional development is also provided by administration.
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.

As mentioned above, the school will be sending the ENL teacher out to various specific ELL professional development opportunities along with seeking support from the Borough Field Specialist. As the teachers attend these various professional development opportunities, this information will be turn keyed to all teachers in the school. Both agendas along with attendance will be kept. In order to foster collaboration between our classroom teachers and our ENL teacher, the professional development conferences we sign our teachers up for are dedicated to language acquisition and a focus on best practices for co-teaching strategies and how to better integrate language and content instruction for ELLs. Our ENL teacher also attends professional development that speaks to language acquisition in alignment with core content area instruction. We also send our ENL teacher to conferences that may focus on co-teaching strategies and integrating language and content instruction for ELLs so that they can be properly supported within the content area instruction. The school secretary registers all teachers for the professional workshops and these are recorded in a Black Binder in the Main Office . In addition, there are agendas and sign-in sheets that have to be provided at the conference itself and also copied for the school secretary so that a current log of PD hours can be properly kept.

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 teacher will use her parent engagement time as an opportunity to meet with parents. If parents are unavailable to come in at that particular time, the teacher may use her prep as another possible time to meet. The teacher will also be available to speak with parents through the phone if extenuating circumstances do not allow for a meeting. If Spanish translation is needed, ENL teacher will be able to have the conversation in Spanish. However, if there are other languages that need to be translated, the DOE translation service will be used.

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.

Any type of parent communication will be documented and kept in an ENL binder. A parent engagement log will be filled out everytime a meeting is held with the parents. Also, all calls will be made through Blackboard Connect 5.

Parents are always asked to sign-in when they have a meeting at the school. Our school meets individually with parents at least once a year, in addition to parent-teacher conferences, parent orientations and other scheduled meetings in order to discuss the goals of the program, their child's language development progress, the child's English language proficiency assessment results and language development needs in all content areas. This allows for sufficient inform the parents or guardians about the child's language development in all content areas in English.

Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During our parent meetings, we assist the parents in developing a parent buddy system by exchanging telephone numbers and email addresses so they may contact one another about school events/issues. We also have flyers and notices translated into the different languages in order to keep all ELL parents informed of all school news.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The various types of parental involvement include student monthly progress reports, parent workshops, the Lighthouse Café, holiday celebrations, flyers, newsletters, parent meetings and phone calls made through Blackboard Connect 5.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school Partners with the YMCA, Queens District Attorney's Office and NYC department of health organizations to provide services to ELL parents for both parents and children.
5. How do you evaluate the needs of the parents?

The needs of parents are evaluated through surveys along with the parent coordinator's input. During PTA meetings, the parent coordinator asks for the parent's input as to how the school can help fulfill their needs. Evaluating the needs of ELL parents is accomplished through the initial Home Language Identification Survey and Parent Survey. Translating services/materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner. We also inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in accommodating and evaluating the needs of our parents.

6. How do your parental involvement activities address the needs of the parents? The parental involvement activities will serve parents' needs in many ways. Providing resources and access on how to obtain health care will help with socioeconomic issues. Festivals will serve as a way to have parents be involved in the school community as well as create trust in the school, which is important for any parent sending their children to school. Parent workshops, flyers and newsletters will help parents stay abreast as to what their child is doing as well as resources that can help them enhance their child's learning. The YMCA Swim for Life program and Cultural Afterschool Adventures (CASA) program will also give parents the opportunity to have their children participate in developmental activities at no cost to them. Cost is a concern with our parents which is why many times parents cannot send their children to afterschool activities to help with their growth as children. Therefore, these programs aim to serve both students and parents by providing no cost activities.

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.

N/A

Part VI: LAP Assurances

School Name: **P.S.106Q**

School DBN: **27Q106**

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)
Rachelle Legions	Principal		
Hazel-Ann Lewis	Assistant Principal		
Dimaris Leary	Parent Coordinator		
Jennifer Dewing-Chan	ENL/Bilingual Teacher		
TBD	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Amy Larson	School Counselor		
Mary Barton	Superintendent		
Joshua Metz	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27** School Name: **P.S. 106Q**
Superintendent: **Mary Barton**

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 HLIS, interview and language form are taken into account when assessing the language preferences of the parent community. In addition over 90 % of our ELL population has a home language of Spanish. Therefore, after taking into account all of these factors, it has been determined that Spanish is the preferred language preference of the ELL parent community. Both the parent coordinator and the ENL teacher are also able to translate documents to go home to parents. Emergency contact cards are both in English and Spanish.

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.

Parent's preferred language for both written and oral communication are either English or Spanish. Parents whose child speak a language other than English opt for English communication more often.

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.)

We currently will be translating parent teacher conference letters, testing announcements and after-school information to parents. These documents will be sent out mid-year. We usually disseminate school documents in both English and Spanish now that we have noticed an increase in Spanish speaking families.

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.

We will have 2 formal parent teacher conferences, one in November and one in March. Other formal parent conferences will be done throughout Tuesdays during the allotted time for parent engagement. The guidance counselor will be making calls to parents year round as important events occur such as Gifted and Talented Testing and Middle School Applications. The guidance counselor and teachers will also make calls year round noting students positive and/or negative behaviors and efforts.

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.

For Spanish translation the ENL teacher, Ms. Dewing-Chan and school aide, Ms. Agosto will interpret and translate. For languages other than English, we will use over-the phone interpreters via the Translation and Interpretation Unit. Written translation services in languages other than English will be provided by the Translation & Interpretation Unit.

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.

For Spanish translation the ENL teacher, Ms. Dewing-Chan and school aide, Ms. Agosto will interpret and translate. For languages other than English, we will use over-the phone interpreters via the Translation and Interpretation Unit.

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.)

A memo will be emailed and posted in the main office regarding the use of translation services. The language Palm Card, T&I Brochure along with the Language ID will be given to staff via e-mail and a hard copy in the e-mail. The ENL teacher will inform the staff about this at one of the Monday meetings.

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

In addition to the requirements above, we will be sending out a memo to parents regarding the availability of translation services.

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)

During PTA meetings, holiday/school celebrations, parent teacher conferences and other parent meetings surveys both paper and oral surveys will be given. The parent coordinator and teachers will also take note of and store any other parent feedback.