

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X106**

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

Principal: **EUGENIA MONTALVO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Parkchester School School Number (DBN): 11X106
Grades Served: Pre K - 5
School Address: 2120 St. Raymond Avenue
Phone Number: 718-892-1006 Fax: 718-823-8008
School Contact Person: Eugenia Montalvo Email Address: emontal@schools.nyc.gov
Principal: Eugenia Montalvo
UFT Chapter Leader: Christine O'Callaghan
Parents' Association President: Dr. Diana Neverson
SLT Chairperson: Marla Smith
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dr. Diana Neverson - Co-Chair
Student Representative(s):

District Information

District: 11 Superintendent: Mrs. Meisha Ross Porter
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent's Email Address: MRoss4@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Mr. Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, New York 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

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)
Eugenia L. Montalvo	*Principal or Designee	
Christine O’Callaghan	*UFT Chapter Leader or Designee	
Dr. Diana Neverson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Dr. Diana Neverson - Co-Chair	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>	
Castle Hill YMCA	CBO Representative, if applicable	
	Member/ UFT Representative	
Maureen Cahill	Member/ Teacher	
Junie Fuller	Member/ Teacher	
Yvette Rivera	Member/ Teacher	
Marla Smith	Member/Teacher	
	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Diana Neverson	Member/ Parent	
Rachel Spiers	Member/ Parent	
Mohamed Rasheduzzaman	Member/ Parent	
Mohamed Rahman	Member/ Parent	
	Member/ Parent	
	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.

Public school 106 is located in the Parkchester Section of the Bronx, New York. This pre-kindergarten to fifth grade school serves a population of approximately 1245 students from culturally diverse backgrounds. Through heterogeneous grouping and ethnic diversity, the student population is fully integrated. Integration of curriculum occurs through interdisciplinary studies. There are 50 classes covering grade level of Pre K through fifth. The total Special Education population is 165 studies. There are 6 self-contained special education and 6 Collaborative Team Teaching classes. The total ELL population is 168 students in Grades K-5. They are provided with an instructional program that incorporates English Language immersion using a push-in/pull-out model. ELL students can participate in the ELL Saturday Academy and ELL parents can attend classes on Saturday to learn English. Students in grades 1-2 are also offered Saturday Academic Intervention Services Students in Grades 3-5 are also offered Saturday Academic Intervention Services as well as Test Preparation for the ELA and Math State exams. This school is a well-kept building where pride in the students' accomplishments is evident in the prominently displayed student work and recognition.

Through the collaborative efforts of the P.S. 106 community, our vision is to inspire, challenge and motivate each student in order to meet the performance standards. Our goal is to differentiate instruction so that we can meet the diverse needs and learning styles of all students. It is our goal to include experiences in the arts, physical education, enrichment activities, and technology, so that we attend to the development of the whole child. In conjunction with various external organizations, P.S. 106 students participate in activities such as Ballroom Dance, Studio-in-A-School, and Park Avenue Amory Education. Students also have the opportunity to continue and enhance their learning in the YMCA and Bangla School program after school hours. As part of the PS 106 community, parents/guardians are invited to participate in the NAACP Parent Leadership program and/or the Learning Leaders program. We believe such programs strengthen unity amongst all members of the PS 106 family. A revival of our PBIS S.T.A.R.S program will encourage and reinforce a positive school culture. Our intent is to create a community of lifelong learners and prepare our students for a college and career readiness education. This will be based upon the New York State Common Core Learning Standards and through Danielson's Framework for Teaching.

Our mission is to make P.S. 106 a true collaborative community of practice where:

- We all work together to meet the instructional and social needs of every child
- We all see ourselves as learners
- Teachers work collaboratively to plan and implement instruction
- Classrooms reflect the enthusiasm of teachers and students
- Parents are welcomed into the building as meaningful contributors
- Instruction is rigorous and student achievement is evident
- Create a positive learning and safe environment
- Encourage good citizenship and acceptable social behavior

- Develop and nurture a positive partnership between school and home with open communication
- Respect each student's individuality and treat them as such

P.S. 106 2015-2016 School Goals

- Whole School Professional Development
- Formal and Informal Observations
- Targeted Professional Development/Differentiated Professional Development
- Grade Teams
- Increase the cohesiveness of unit and lesson planning
- Foster independent thinking and learning
- Align work in all content areas to the CCLS

We continue to incorporate technology through the use of iPads, Smartboards and interactive computer programs. Teacher teams have become an invaluable support system that continues to improve. The majority of the teacher teams have developed systems to use for effective planning and discussing student work. We are incorporating more technology by the ongoing use of Dropbox files for teams to upload agendas, plans, etc. We continue to incorporate educational software programs such as iReady, Eread, MyOn, Reading A-Z, Discovery Education and Flocabulary in order to target diverse learning styles.

For the 2014-2015 school year, our status is a school in "Good Standing".

Challenges:

As we adopt the Common Core Learning Standards, we are continually challenged to reflect on our teaching practices and refine and revise these processes to ensure that we are working to cater specifically for all students needs in a rigorous learning environment. Being able to differentiate instruction for every student, informed by assessment data is a pedagogical craft needing to be continually refined and revised. Our journey will continue during SY 2015-2016.

11X106 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1226	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	67.3%	% Attendance Rate		92.3%
% Free Lunch	64.5%	% Reduced Lunch		0.3%
% Limited English Proficient	11.9%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		26.3%
% Hispanic or Latino	36.9%	% Asian or Native Hawaiian/Pacific Islander		32.7%
% White	3.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	22.41	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.4%	Mathematics Performance at levels 3 & 4		35.2%
Science Performance at levels 3 & 4 (4th Grade)	80.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
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.

As observed in the 2014-2015 school year, teachers successfully worked together during teacher team meetings to strategically plan for the completion of the ELA and Math programs, which fulfilled the grade level standards.

Based on our Preliminary Ratings Form for our 2014-2015 Quality Review (indicator 1.1) and feedback from the 2014-2015 Principal Performance Observation, teachers will continue to develop rigorous, engaging, and coherent curricula for all learners aligned to the Common Core Learning Standards. Tasks need to consistently emphasize rigorous habits and higher order skills.

Part 2 – Annual Goal

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

During the 2015-2016 school year all teachers will continue to implement coherent and rigorous curricula aligned to the Common Core Learning Standards for K-5 as measured by 65% of students performing on grade level or above on Performance Based Tasks and End of Unit Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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) <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>
<p>Teacher teams will continue to meet regularly to examine student work, discuss best practices, and adjust instruction to meet the needs of all learners.</p>	<p>Teachers Grades K-5</p>	<p>September 2015- June 2016</p>	<p>Administration, AIS teachers, grade leaders and supportive staff</p>
<p>Teacher teams will use Tuesday Professional Development sessions and common planning preps for curriculum planning on ReadyGen and Go Math programs. Curriculum will be refined to include multiple entry points to address diverse learning styles.</p>	<p>Teachers Grades K-5</p>	<p>September 2015- June 2016</p>	<p>Administration, AIS teachers, grade leaders</p>
<p>Teachers will work in collaboration with AIS teachers, the data specialist and administration to analyze results of Performance Based Tasks, end of unit assessments, MOSL assessments and classroom observations to inform instruction in order to improve student achievement.</p>	<p>Classroom teachers, AIS teachers, supportive staff, data specialist, administration</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, supportive staff, and students</p>
<p>Workshops will be offered to parents to expose them to the academic rigor of the Common Core Learning Standards, Performance Tasks, and scoring rubrics enabling them to support their child's academic progress.</p>	<p>Parents and guardians</p>	<p>October 2015- June 2016</p>	<p>Teachers, supportive staff, parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Staff members, including: Administration, Title I, IEP, SETSS, ELL, and RTI Teachers, Parent Coordinator.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

A portfolio of performance based tasks and end of unit assessments in ELA and Math will be kept for each student. By January 2016, 55% of students will score at or above grade level in ReadyGen and Go Math end of unit assessments and performance tasks.

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.

PS 106 has implemented structures that foster a nurturing environment with a variety of support system. One such system is the Positive Behavior Intervention System (PBIS) STARS that positively contributes to the academic and social emotional development of all students.

Over the 2014-2015 school year, there have been inconsistencies in the PBIS implementation. There needs to be a schoolwide standard of academic and behavioral expectations presented in the STAR rubric. These expectations need to be clearly communicated and utilized by all staff and students.

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 will be involved in reviewing, refining and implementing the re-development of the PS 106 PBIS (Positive Behavior Intervention Services) S.T.A.R. (Safe Thoughtful Accountable Respectful) program in order to nurture a positive and supportive school culture as measured by participation in S.T.A.R. events.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
.Organize a PBIS S.T.A.R. committee to review and revise the PBIS S.T.A.R. mission statement guidelines and rubric. The committee will distribute S.T.A.R information to staff and students on a regular basis informing them of S.T.A.R events and updates.	P.S. 106 school community.	September 2015- June 2016	Entire PS 106 community PBIS committee members S.T.A.R. council
“Kickoff S.T.A.R.” assembly to motivate and entice students and staff to participate in PBIS program and events. The assembly will outline program expectations.	P.S. 106 school community.	September 2015- June 2016	Entire PS 106 community PBIS committee members S.T.A.R. council
Daily reinforcement of PBIS successes such as exemplary behavior and class S.T.A.R. rewards. Display S.T.A.R. highlights, events and information on a centralized bulletin board to cultivate and reinforce school-wide positive behavior.	P.S. 106 school community.	September 2015- June 2016	Entire PS 106 community PBIS committee members S.T.A.R. council
Parent workshops to communicate student expectations as well as parents’ roles and responsibilities in the PBIS program.	PS 106 parents Teachers Administrators S.T.A.R. council	September 2015- June 2016	Entire PS 106 community PBIS committee members S.T.A.R. council

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.											
Staff members, including: Administration, Title I, IEP, SETTS, ELL, and RTI Teachers, Parent Coordinator.											
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		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

By January 2016, 65 % of the PS 106 classes will have accumulated and redeemed 75 stars as reflected on a School S.T.A.R. Chart located on the PBIS S.T.A.R. bulletin board.

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.

Students are able to answer open-ended questions and offer multiple possible answers without ongoing mediation by a teacher. Most students actively engage in class discussions and are able to justify their reasoning.

Based on the 2014-2015 Principal Performance Observation, an area of focus is strengthening teacher pedagogy to provide supports in questioning to foster deeper reasoning in student work products for all learners, including ELL, SWD and those ready for advancement. In addition, as observed during formal and informal observations, there needs to be more student led questioning school-wide.

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 teachers will participate in professional development activities and interclass visitations in order to effectively integrate techniques that enable students to initiate higher-order questioning and accountable conversation as measured by the number of Effective and Highly Effective informal and formal observations.

Part 3 – Action PlanS

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will participate in continuous learning and professional development opportunities on using a variety of questions or prompts to challenge students cognitively, advance high level thinking and promote student led discourse.	All teachers, supportive staff, administration	September 2015- June 2016	Administration, AIS teachers, turn-key teachers
Teachers will further develop questioning skills and expertise through inter-class visitations and professional collaborations resulting in school-wide instructional coherence.	All teachers, supportive staff, administration	October 2015-June 2016	Administration, all teachers, supportive staff
Teachers will develop Question Stem Charts collaboratively with students to post in classrooms as a reference tool to promote student-led questions and discussion for all students, including English Language Learners and other high-need student subgroups.	All teachers and supportive staff	September 2015- June 2016	Principal, Assistant Principals, and Title I Staff members, SETSS teachers, ENL teachers, and Parent Coordinator

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.										
Human Resources: PPC Team, classroom teachers, supportive staff members, assistant principal and Principal Instructional Resources: Schedule adjustments – Professional Learning sessions										
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		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.

By February 2016, 75% of teachers will have participated in inter-class visitations and professional development sessions on student-led questioning techniques and student centered discussion reflected in Effective and Highly Effective ratings in Component 3B of Danielson's Framework.

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

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

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

Part 1 – Needs Assessment

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

Throughout the 2014-2015 school year, administrators conducted observations, using the Danielson Framework, in order to evaluate the implementation of Common Core curricula. Teachers receive feedback in order to adjust teaching practices.

Based on the 2014-2015 Quality Review, an area of focus is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework.

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, 100% of teachers will receive and utilize actionable feedback through frequent cycles of formal and informal classroom observations based on the Danielson Framework. Analysis and alignment of this data will inform appropriate professional learning, focused on improving student achievement as measured by periodic assessments and Measures of Student Learning.

Part 3 – Action Plans

<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>Professional Development opportunities will be provided (Monday afternoons, webinars, workshops, etc.) in order to further enhance teachers' understanding of the Danielson Framework. Staff will continue to follow up during Tuesday professional development on the topics/workshops that they have been provided with to further enhance their understanding of Danielson Framework.</p>	<p>All staff members impacted by Common Core Initiative</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members</p>
<p>Teachers will apply strategies and practices provided through the professional development opportunities in order align their instruction to better meet the needs of students with disabilities, English language learners, and other high-needs students</p>	<p>All staff members impacted by CCLS</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members, SETSS teachers, and ENL teachers</p>
<p>Work with grade level teams in professional learning activities to build an understanding of using data to create next steps to best meet specific needs of all learners, particularly ENL and SWDs.</p>	<p>All teachers, paraprofessionals, and other staff</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members, SETSS teachers, ENL teachers, and Parent Coordinator</p>
<p>Develop a schedule for formal and informal observations and post observation meetings to provide teachers with timely and actionable feedback and suggestions for improving and enhancing instruction</p>	<p>All teachers, paraprofessionals and administrators</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members, SETSS and ENL teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Classroom teachers, Clusters and Title I ELA/Math and ELL specialists, assistant principals and Principal</p> <p>Instructional Resources: Danielson’s Framework, MOSL – Data, State Data Grades 3-5, Beginning of the year student assessments, mid -year student assessments and end of the year student assessment – ELA/Math, iReady and MyOn student data</p>

Schedule adjustments in order for staff to meet to discuss student data – Common Prep Planning time, Mondays and Tuesdays – Professional Development during afterschool.

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		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.

By February 2016, 55% of students will perform at or above grade level on periodic assessments.

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

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

Section 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.

Strengths:

PS 106 has a functioning school website that keeps the school community informed of upcoming curriculum and social events. Implementation of I Ready, MyOn, A-Z Reading, and ERead assessment and instruction programs have aided teachers in assessing student progress and refining curriculum as needed.

Needs:

According to our 2014-2015 Quality Review, Increase parent awareness of programs that provide that provide data on student progress and instruction in order to establish a culture of trust and learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations. There is a need to deepen communication with parents and provide opportunities for parents to learn how to access and use programs such as I Ready, MyOn, A-Z Reading and ERead. In addition, a means of sharing formal assessment data regularly would foster communication between home and school building encouraging student progress.

Part 2 – Annual Goal

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

By June 2016, 100% of parents will receive periodic updates of their child’s progress based on classroom observations, informal/formal assessments, F&P, i-Ready, MyOn, A-Z Reading and eRead, as measured by Assessment Communication Logs and sign in sheets from Parent Workshops and Parent Teacher Conferences

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of an Assessment Communication Log to be sent home periodically along with tests, to inform parents of their child's grades in recent assessments. Included in the Assessment Communication Log will be a section for Parent Comments.</p>	<p>Classroom Teachers and Parents</p>	<p>October 2015- June 2016</p>	<p>Classroom Teachers/ AIS teacher/ ENL teachers</p>
<p>Widely advertise the school website through newsletters, flyers and the reader-board to encourage viewing of the website to keep students and parents aware of upcoming assessments, events, educational websites and programs available to help families keep up with student progress.</p>	<p>Parents and Community members</p>	<p>September 2015- June 2016</p>	<p>Teachers and administrators</p>
<p>Conduct parent workshops during Tuesday Parent Involvement time to demonstrate how assessment tracking programs can be accessed and used.</p>	<p>Technology teacher, classroom teachers, parents, students</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members, SETSS teachers, ENL teachers, and Parent Coordinator</p>
<p>Updates and information provided at monthly PTA and Title I PAC meetings</p>	<p>Administrators, PTA, Title I PAC</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, and Title I Staff members, SETSS teachers, ENL teachers, and Parent Coordinator, PTA Board, Title I PAC Board</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Classroom Teachers, Clusters, Title I ELA/Math and ELL specialists, including the assistant principals and Principal</p>

Instructional Resources: School Website, School – Student-Parent Handbook, Parent Communicator Folder, Parent Workshop Calendar of Events,

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		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.

By February 2016, 75% of PS 106 families will utilize programs such as iReady to monitor student progress.

80 % of students will have Assessment Communication Logs signed periodically.

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)	<p>Teacher recommendations in grades K-3 based on DRA and classroom assessments</p> <p>Students in grades 4 and 5 will be identified using the ELA scores</p>	<p>Students who score below the designated performance level will receive AIS 2x per week during school hours by providers. The groups range between 5 to 7 students. Multiple materials will be used to assist in accommodating various types of learners: sight word recognition using flashcards, Wilson Foundations program. Great Leaps, guided reading using leveled books, with a follow up writing assignment(response to literature), iReady and MyON</p>	<p>Small group instruction, peer tutoring, Learning Leaders, Saturday Academy, after school AIS, and at-risk resource room.</p>	<p>AIS during school day, Saturday Academy from 8:30 AM – 12:30 PM (November – May)</p> <p>After school AIS 2:45 – 4:45 PM</p>
Mathematics	<p>Teacher recommendations in Grades K-3 based on Go Math assessments</p> <p>Students in Grades 4 and 5 will be identified using NYS Math scores.</p>	<p>Students will learn to explore with manipulatives to help them understand and model learned mathematics concepts using Go Math. Examples: make and analyze graphs, subtraction strategies using facts up to 20, explore attributes of solids and shapes, estimation and comparison of</p>	<p>Small group instruction by AIS providers, one on one tutoring, peer tutoring, Learning Leaders, Saturday Academy, and SETSS.</p>	<p>AIS during the school day. Saturday Academy from 8:340 AM – 12:30 PM (November – May)</p> <p>After school AIS 2:45 -4:45 PM</p>

		numbers to 1,000, measurement, telling time, and developing an understanding of fractions. iReady will also be used for AIS.		
Science	Teachers recommendations based on classroom assessments	Small group instruction, differentiated instruction, hands-on lab activities, guided demonstrations, cross curricular activities through the use of technology.	Small group instruction by AIS providers, one on one tutoring, peer tutoring, Learning Leaders, Saturday Academy and SETSS.	AIS during the school day Saturday Academy from 8:30 AM – 12:30 PM (November - May)
Social Studies	Teacher recommendations based on classroom assessments.	Small group instruction, differentiated instruction, use of non-fiction texts, DBQ'S, writing in the non-fiction content areas.	Small group instruction by AIS providers, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy and SETSS.	AIS during the school day (November – May) After school AIS 2:45 – 4:45 PM
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral to the IEP Team for review	Peer mediation, bereavement counseling, anti-bullying workshops, stress management, values clarification, referral to outside providers, socialization skills	Small group, one on one with guidance counselor, social workers, psychologist.	During school hours

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.
Administration will attend citywide hiring fairs as a strategy to recruit highly qualified teachers. Mentors will be assigned to support new teachers. Ongoing professional development opportunities will be offered to all Pre K-5 teachers, clusters and supportive staff members to develop and maintain Highly Qualified Teachers/staff. Title I ELA/Math and ESL teachers will help support teachers with the new initiatives pertaining to Common Core Learning Standards and the New Teacher Evaluation – "Danielson's Framework". Professional development will be based on teacher need through the school.

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).
All staff will have the opportunity throughout the school year to seek out their own professional development, both in house and off-site. The school will also provide differentiated professional development tailored to the needs of teachers, paraprofessional, supportive staff and administration.

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.).

The school will host a Kindergarten Welcome meeting prior to the students entering kindergarten. The Parent Coordinator will be responsible for parent outreach and to coordinate workshops on curriculum. The School Based Support Team will also work closely with the Parent Coordinator to ensure smooth transition for turning 5 students.

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.

Teachers will be core team members of the assessment team, grade leaders, meetings, common prep planning time for all grades and clusters, Title I ELA/Math and ENL specialist to create, revise and analyze assessments to improve instruction.

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	751,892.00	X	Section 5A, 5B
Title II, Part A	Federal	241,073.00	X	Section 5A, 5C, 5E
Title III, Part A	Federal	20,132.00	X	Section 5A, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,717,361.00	X	Section 5A, 5B, 5C, 5E

¹**Explanation/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. P.S. 106 The Parkchester School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. PS. 106 The Parkchester School will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: The Parkchester School	DBN: 11x106
Name/Phone/Email Address of Contact Person: Eugenia L. Montalvo-718-892-1006 - emontal@schools	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 3	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here: Rationale - In order to make progress in attaining and/or enhancing English proficiency, immigrant students with Limited English Proficiency (LEP), Former ELL, and new immigrant students will participate in supplemental instruction to programs required of CR Part 154 while meeting the state academic requirements.</p> <p>The ESL Saturday Academy program invites immigrant students with Limited English Proficiency (LEP), Former ELL, and new immigrant students to supplemental academic instruction. Here, students will develop English proficiency through intense language exposure via speaking, listening, reading and writing activities.</p> <p>- Subgroups and grade levels of students to be served - Students are grouped by grade level. There is (1) 1st, 2nd, grade class and (1) 3rd, 4th, 5th, grade class.</p> <p>- Schedule and duration - Sessions will commence on Saturday, February , 2016 and conclude June , 2016, for a totl of 15 sessions. This program meets every Saturday during the hours of 8:30 AM to 1:00 PM.</p> <p>- Language of Instruction - English is the language of instruction and taught by two certified ESL teachers and/or Bilingual - Spanish Common Branch teachers.</p> <p>- Subgroups and grade levels of students to be served - There will be two sessions in order to meet the need of our immigrant students with Limited English Proficiency (LEP), Former ELL, and new immigrant students.</p> <p>The first session, wil target the Former ELL, and new immigrant students. Students are grouped by grade level. There will be (1)-1/2 grade class, (1) 2/3 grade class and (1)-4/5 grade class.</p> <p>- Schedule and duration - Sessions will commence on Saturday, February 6, 2016 and conclude March 29, 2016 for a total of 6 sessions. this program meets every Saturday during the hours of 8:30 AM to 12:30 PM.</p>	

The second session, which will cater to our English language learners, including our immigrant students with Limited English Proficiency (LEP). Students are grouped by grade level. There is (1)-1/2 grade class and (1)2/3 and (1)-4/5 grade class.

- Schedule and duration - Sessions will commence on Saturday, May 7, 2016 and conclude June 11, 2016 for a total of 6 sessions. This program meets every Saturday during the hours of 8:30 AM to 12:30 PM.

- Language of Instruction - English is the language of instruction and taught by two certified ESL teachers and/or Bilingual - Common Branches - Spanish.

- Subgroups and grade levels of students to be served - There is (1) 1st, 2nd, grade class and (1) 3rd, 4th, 5th, grade class for our immigrant and non-immigrant students with Limited English Proficiency (LEP), and there is (1) 1st, 2nd, grade class and (1) 3rd, 4th, 5th, grade class to meet the academic needs of our Former ELL, and new immigrant students.

- Schedule and duration - Sessions will commence on Saturday, February 6, 2016 and conclude June 11, 2016, for a total of 16 sessions. This program meets every Saturday during the hours of 8:30 AM to 12:30 PM.

- Language of instruction - English is the language of instruction and taught by two certified ESL teachers and/or Bilingual Common Branches - Spanish and (1) Licensed teachers who will collaborate/co-plan with the ESL/Bilingual teacher.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: Rationale - Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELLs, educators must understand and appreciate students' different cultural backgrounds.

- Teachers to receive training - All grades K-5 pedagogues and Paraprofessionals will receive training in cultural differences.

- Schedule and duration - Professional development sessions will take place during the repurposed workday, specifically on Monday, March 8, 2016 at 2:45 PM - 3:45 PM

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: Topic 1: Saturday Academy Program for Parents of Immigrant Students and English Language Learners.

-Rationale - The overall objective in holding activities and workshops for the parents of immigrant students with Limited English Proficiency (LEP), Former ELL, and new immigrant students is to assist them in understanding our school's culture and procedures; and to improve communication between school staff and parents.

-Schedule and duration - Parents are invited to attend our Saturday Academy Program, specifically designed for immigrant adults. Sessions will commence on Saturday, February 6, 2016 and conclude June 11, 2016 for a total of 16 sessions. This program meets every Saturday during the hours of 8:30 AM to 1:00 PM.

-Topics to be covered - Establishing an inviting culture for communicating concerns as a parent and a member of the community. Introducing various scenarios and methods in how to approach and resolve such situations. Name of provider is Ms. Scott. How parents will be notified of these activities - Program details are posted throughout the school, and invitations are sent home in desired home language.

-Topic 2: Effective parenting skills workshops for Parents of Immigrant Students and English Language Learners.

-Rationale - Offering workshops to limited English proficient immigrant parents to achieve effective parenting skills in today's challenging society.

-Schedule and duration - Workshop session will take place during the repurposed workday, specifically on Tuesday, April 11, 2016 at 2:30 to 3:10 PM.

-Topics to be covered - Effective, non-violent discipline techniques, teaching mutual respect, the power of encouragement, successful communication skills.

With these tips in effective parenting, and many more, you will be sure to make parenting decisions with confidence when confronted with difficult situations in the future.

Name of providers: - Ms. C. Rivera, Ms. D. Ranelli, Ms. F. Cleary

-How parents will be notified of these activities - Workshop details are posted throughout the school, and invitations are sent home in desired home and information will be posted on the school's website.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 18,084.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> Per session Per diem 	\$8,466.00	Per Session Rate for 4 teachers: 16 sessions X 4 Teachers X 4 hours = 256 hours.
Purchased services <ul style="list-style-type: none"> High-quality staff and curriculum development contracts 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be: <ul style="list-style-type: none"> supplemental additional curricula, instructional materials 	\$9,000.00	Instructional supplies to support the ELL program for the students and parents. Materials will be purchased from Attanasio and Co, Curriculum Press and from Sussman.

Part D: Parental Engagement Activities		
- clearly listed		Consumable materials will also be purchased - notebooks, pencils, folders, experience charts, flashcards, etc..
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$618.40 cents	Refreshments for parents
TOTAL	\$18,084.00	_____

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 11	Borough Bronx	School Number 106
School Name The Parkchester 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 Eugenia Montalvo	Assistant Principal Sandra Solis/Judy Diaz
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Frances Cleary/Denise Ranelli	School Counselor Ava Jackson
Teacher/Subject Area Joy Fazio - Math	Parent Dr. Diana Neverson
Teacher/Subject Area Betty D'Erasmus - ELA	Parent Coordinator Catherine Acosta
Related-Service Provider Christine Neilis	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	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 <u>not</u> 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)	1179	Total number of ELLs	159	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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	159	Newcomers (ELLs receiving service 0-3 years)	157	ELL Students with Disabilities	28
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	157	0	28	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

* 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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	9	9	7	3	9	5								0
Chinese	1	0	1	3	1	0								0
Russian														0
Bengali	17	22	9	7	19	15								0
Urdu	0	0	0	0	0	1								0
Arabic	2	5	1	2	2	2								0
Haitian														0
French	1			1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	0	0	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)	17	9	8	3	8	10								0
Emerging (Low Intermediate)	2	7	2	3	8	3								0
Transitioning (High Intermediate)	6	6	4	3	6	2								0
Expanding (Advanced)	6	16	4	8	10	9								0
Commanding (Proficient)	37	39	39	65	53	74								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	9	4	9	10	12								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	5	5	0	0
4	15	12	3	0	0
5	15	2	0	0	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	14		8		5		3		0
4	18		9		7		4		0
5	14		8		4		1		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	4	0	8	0	17	0	9	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.
 The initial assessment in determining the level of English proficiency is the NYSITELL, where four modalities of the English language are measured. The results will then indicate the areas of strength and weakness for every ELL. Results will drive instruction and will reflect area of need. Ongoing assessments in which the based on criteria, and is a measure of English language proficiency. For Spanish Speaking Students, the Spanish Lab-R.
 The Ready-Gen Program Early Literacy Assessments.
 Go-Math Assessments
 NYSESLAT Field Tests
 MOSL Literacy and Math Tests
 Dolch Vocabulary Assessments
 Basic Literacy and Math Assessment (Alphabet, sounds, numbers, shapes, etc.)
 Runnings Records
 Fountas and Pinnel Reading Assessments
 IReady Literacy and Math Assessments
 Formal and informal assessment data assists the teachers and the schools with daily, weekly and long-term planning for the students and how to plan instruction for the ELL population. This data also provides the school with short and long-term goals, planning curriculum, ordering necessary supplies and appropriating the necessary school staff in order to meet the needs of the students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The ENL/ESL students are given the NYSITELL exam upon entrance into the NYC schools in order to determine the student's level of English Proficiency and the NYSESLAT is given to assess growth in language proficiency in the spring.
 Students in the lower grades tend to have a higher proficiency level of English in the LAB-R and NYSESLAT exams. The LAB-R for the lower grades is majorly speaking and listening. Whereas, for the upper grades, there is a significant amount of reading and writing required. The data patterns that are evident are as follows, the reading and writing components of the LAB-R and NTSESLAT are

difficult for students to achieve proficiency. During the spring term when students are assessed with the NYSESLAT, as far as the reading and writing components, it takes on the average two - four years for students to achieve proficiency. estion here:

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

Based on the data that is available during the beginning of the academic school year the ELL teachers use the NYSESLAT modalities - reading/writing and listening/speaking to differentiate instruction and provide students with the strategies and techniques to support their learning. Students remain in the extended day program and receive instructional support in the skills that they need further interventions on. The ELL teachers articulate and plan goals for students based on their instructional level. The data reveals that students can learn best when skills are spiraled and reinforced on a daily basis. By using the AMAO Tool, the school has the ability to create an error free report to instantly filter student data and create target groups. The school can increase focus and break down data for ELL sub-populations. This allows school personnel to measure each student's progress as a group or sub-group. Also, the tool identifies student's risk factors so that school personnel can create targeted and timely interventions for these students.

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?

Content area exams are offered to students in grades 3-5 in English as well as native language. They decide which language booklet to use. Currently, the data information available does not indicate which language the student used to complete their assessment. Our ELLs participate in all school wide assessment and in lieu of ELL Periodic Assessments they take part in simulations in both ELA and Math and NYC pre and post assessment. The NYC Pre and Post assessment in science and math is offered in Spanish and students speaking a lower incidence language are offered additional support by teacher to complete assessment. The assessment results are analyzed by classroom teachers, AIS providers and ESL teachers during common planning time. The results currently reveal that ELL students need support in developing many literacy skills and strategies. However, many are developing and showing progress in math skills.

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](#).]

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

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students are provided with ESL support during the instructional delivery of the curriculum on the subjects that are taught in their in the grade that they are in. Twice a week meetings amongst the grade level teachers and out-of-classroom support teachers along with lead-teachers and assistant principals to discuss weekly and monthly lesson planning in order to create lesson plans for diversified instruction for the ELLs and students with IEPs.

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

N/A

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

The success of our program for ELLs is evaluated through Grade Level and various Team Meetings. Also with data collected from Informal, Text Generated assessments and Formative Assessment results. Also, articulation and collaboration of teachers as well as setting Teacher, Grade-Level and School Wide Goals in order to meet the Curricular Demands and AYP for ELLs.

-State Report Card is reviewed annually. Since the school receives a Safe Harbor for ELL students, the program that services our ELL students, it reflects that we are meeting AYP for our ELL population. P.S. 106 evaluates the success of the ENL Program through multiple measures.

For example:

- * state tests (e.g., achievement tests, MOSL, NYSESLAT/NYSITELL and state and local goals);
- * standardized tests, including norm-referenced examinations and criterion-referenced tests;
- * teacher observation measures and checklists;
- * grade-point averages;
- * promotion rates;

- * inclusion of ELL students in gifted and talented, and other special programs;
- * AMAO Tool Analysis

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.
 ELL Identification Process is coordinated by Certified ESL Teachers, the Parent Coordinator, and the Office Staff. Interviews are performed in the parents preferred language. The HLS form is assessed by the ESL Teachers as to whether a student is eligible for the NYSITELL, Spanish Lab, etc. The NYSITELL will be administered only to those students whose home language is not English and eligible for the NYSITELL. If a Spanish speaking student does not pass the NYSITELL, a Spanish Lab-R test will be administered.
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).
 Assessments will be used to identify SIFE’s within 30 days of enrollment. SIFE identification should happen as soon as possible. Collecting and assessing data about the student is important. For example: The amount and type of education the student received in native country and in U.S. if applicable. Geographic mobility, possible languages spoken or written, interviewing parents/guardians to obtain as much information as possible will help with placement. A team of educators with various certifications to include guidance and social workers will combine their skills to plan the best approach for the SIFE student will be formed. The team will use a variety of methods to place the SIFE. This will include SIFE Questionnaire, parent interview and child interview in native language and English, student work, HLS Questionnaire, NYSITELL and a grade level content assessment for literacy and math in order to assess content learned in prior schooling if any. Prompt placement into an instructional program is important for the SIFE Student.
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).
 Students identified with IEP’s are closely monitored by a team of teachers and staff to include the student’s teacher, special education teacher, social worker and guidance counselor (if a part of the IEP or LPT). Speech teacher, OT, PT, SETTS or ESL Teacher (if needed or a part of the IEP or LPT Team). Parental involvement is crucial during the process as well. The student is monitored through regular team meetings with parents and teachers setting goals for the student to progress academically and socially if needed. Proper classroom and teacher placement is crucial to the development of the student. All teams, teachers and staff servicing or assisting the student (teachers, Aides, etc.) are to know the terms of the IEP and the special accommodations outlined on the IEP. Student progress is continuously monitored and IEP’s renewed along with new goals set annually. The timeline to accept or reject LPT recommendations is 20 days. The Director of Special Education is Ms. Sandra Solis; the school administrator is Ms. Sandra Solis, Assistant Principal.
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.
 Entitlement and Non-Entitlement Parent Notification Letters are distributed by the ESL Teacher Teams: Ms. F. Cleary, Mrs. D. Ranelli, and Mrs. C. Rivera. Letters are sent home once the NYSITELL is scanned and a score is determined for each student tested within five days of the start of school. ESL Department teachers are responsible for timely distribution of entitlement and non-entitlement parent notification letters. New admits and students who pass the NYSITELL are tracked by a departmental log-in process, ensuring that the correct paperwork is disseminated according to CR 154 guidelines.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 Parents are informed by a letter sent with the Entitlement and Non-Entitlement Parent Notification Letters which lets them know they have the right to appeal his/her child’s ELL or Non-ELL status within 45 days.
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.
 Once a student’s ELL Status is determined a date is set for a Parent Orientation. A Letter sent out in English, Spanish, Bangla, and Arabic is sent out. At the Parent Orientation, the ESL/ENL Teachers show the NYCDOE Video explaining the three choices on the Parent Survey and the BiLingual Brochures. Teachers then explain the three choices and let the parents ask questions before filling out the Parent Survey in the language of their choice. If the parent doesn’t attend the Orientation Meeting, a Parent Choice Letter and a Bilingual Brochure along with an explanation is sent home with a return date.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The school reaches out to parents by having an ELL Parent Orientation Meeting where the Parent is informed about how to fill out the Program Selection/Parent Survey and why they are filling it out along with a BiLingual Brochure. The Parent Survey/Program Selection is sent home if the Parent does not attend the meeting. A return date is written on the Parent Survey/Program Selection. If it's not returned then a phone call home is placed, if still not returned, then a Parent Meeting is requested. Once the Parent Survey/Program Selection forms are returned, then the parent's choice is entered into the ELPC/BNDC. The default program is entered in as Bilingual. Once the parent choice is entered into ELPC/BNDC, ESL/ENL Teachers can determine if there are enough parents who choose a Bilingual program, in turn, we notify the principal as to our findings.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ESL/ENL Teachers continue to monitor the Parent Survey and Program Selection Form if the form(s) have not been completed. If parent doesn't attend the Orientation Meeting, then the teachers follow-up with a phone-call or meeting request until the Parent Survey and Program Selection form has been returned filled out. This way, they are all completed in a timely manner.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once the ELLs (and non-ELLs) have been determined according to the HLS, NYSITELL and NYSESLAT, ESL/ENL Teachers send parent notification letters within the allotted time frame.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- ELL Documentation for each student is securely stored in files located in the main office, the ESL Room and in student 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 NYSESLAT is administered by Certified ESL/ENL Teachers. Prior to testing, At least one ESL/ENL Teacher attends Professional Developments on testing and scoring in order to turnkey the updated information, along with staying current with the updated information being sent to schools from the NETWORKS. NYSESLAT booklets and Scantrons are secured in a locked room in order to maintain secrecy and security. Only ESL/ENL Teachers administering the test have access to the materials. During the Speaking Portion of the test, Teachers only test ELLs they do not service following proper guidelines. Lists are generated by grade for each teacher to follow. For the other three portions of the test, the ESL/ENL Teachers create testing schedules according to time/classrooms/scheduling/servicing time with each ELL Student's classroom Teacher in order to test every ELL student. The ESL/ENL Teachers and classroom teachers work together to ensure every ELL student is tested in the proper environment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Once the new school year starts and the 2014/2015 NYSESLAT scores are available, the Continued Entitlement and Transitional Support Parent Notification Letters are sent home to the parents by the ESL/ENL Teachers in the allotted time frame.
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).
- Over the last several years, the Parent Choice Survey/Program Selection has been predominantly ESL. Out of 188 ESL/ENL students in the 2013-2014 school year, which culminates from new ESL/ENL students from several years prior, four parents chose a Bilingual Program as their first choice and two parents chose Dual Language and the remainder chose ESL as their first choice. During the 2014-2015 school year, the Bilingual Program as first choice has increased slightly but not significantly with no additional Dual Language Program Choices chosen. For new ESL/ENL students in the 2014-2015 school year, four additional parents chose Bilingual as their first choice on the Parent Survey and Program Selection Form. This is a slight increase and a trend that the ESOL Teachers in PS 106 will monitor. As of the 2014-2015 school year, the dominant parent program of choice was ESL. The ESL Program Model currently at PS 106 is serving the community of PS 106 according to the data of the Parent Choice Survey/Program Selection Forms distributed to the new and incoming ELLs from the past several years. The ENL/ESL program model provided at P.S. 106 is aligned with majority parent requests. Those parents seeking a bilingual or transitional language program for their child(ren) are helped in finding a DOE school which offers such programs within the District.
- As per Aspira Consent Decree, due to a city-wide shortage of Common Branch-certified Bangla-speaking pedagogues, it is only a matter of time until P.S. 106 is able to provide a Transitional Language program for its majority Bangla-speaking student population.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Instruction for ELLs is delivered through the Stand-Alone ENL Model with a Certified K-12 ESOL Teacher for Entering and Emerging Students for two units of study per week. Instruction for Transitioning, Expanding, and Commanding (Former) ELLs will be delivered through the Integrated ENL Model with a K-12 Certified ESOL Teacher pushing-in with a K-5 Certified Elementary School Teacher. ELL Students will be grouped in classrooms by grade and proficiency level along with former ELLs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

The school ensures the mandated number of instructional minutes is provided according to proficiency levels through each ESOL Teacher setting up his/her schedule with the Stand-Alone ENL Model and Integrated ENL co-teaching Model accordingly by grade and proficiency to accommodate the needs of every ELL and former ELL.

Explicit ENL and ELA (HLA does not apply) instruction will be taught by ESOL teachers by grade and proficiency levels. ESOL Teachers will set his/her schedule to accommodate and teach 1 unit of study per week of Stand-Alone ENL to the Entering and Emerging ELLs and 1 unit of study per week in Integrated ENL to include ELA and Core Content Classes totaling two units of study per week for the Entering and Emerging ELLs. ESOL Teachers will teach Transitioning ELLs a total of one unit of study per week using 90 minutes of Stand-Alone ENL and 90 minutes of Integrated ENL per week to include ELA and Core Content Classes. ESOL Teachers will teach Expanding ESL students one unit of study per week in Integrated ENL to include ELA and Content classes. ESOL Teachers will continue to service Commanding ESL students for two years after the student passes the NYSESLAT Test in the Integrated ENL Model for .5 units of study per week to include ELA and Content Area classes.
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.

Core Content is delivered and taught in English using the Integrated ENL Model with an ESOL Teacher co-teaching with a certified K-5 elementary teacher by planning and collaborating together whilst providing language and content instruction to promote academic achievement in content areas using the CCLS. The teachers will utilize materials and instructional resources that are linguistically age/grade appropriate and aligned to the CCLS. Instruction will be given by articulating specific content along with language objectives. Providing students opportunities to solve problems and have discussions with peers. Including explicit and implicit vocabulary instruction. Using research-based practices, such as: visuals, graphic organizers, multimedia, computers, etc. Support the Special Education ELLs with support and accommodations to meet his/her specific needs. Challenge the Former ELLs with higher-level questioning and instruction. Use academic language and content-area supports to move ELLs along while developing content area language skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As our school does not have a Bilingual Program, a child that does not pass the NYSITELL, the ELL entrance exam, a Spanish LAB-R is given to students where Spanish is the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom and ESOL Teachers evaluate and assess the ELLs with Informal and Formal assessments to include all four modalities. These assessments include: The NYSITELL, oral and written Benchmarks, Tests generated from Reading, ELA and Content Area Programs, Teacher generated assessments, the ELA (grade 3-5 only and not for first year ELLs), Math and Science Assessments, the ELA and Math MOSL assessment twice a year in the fall and spring and the NYSESLAT, specifically for ELLs, which includes testing in all four modalities. The Math and Science assessments are included as Language/English acquisition plays a large role in the outcome. The assessments are authentic and embedded in rich content. Rubrics are used to provide feedback on content and language development. The NYSITELL and NYSESLAT are ELL Specific assessments which evaluate the ELLs proficiency level and placement as well as how to implement appropriate scaffolds.
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

Differentiating Instruction for SIFE: Once assessments in Home Language and English have taken place and Conversations with parents help ESOL Teachers with background knowledge, ESOL Teachers build language and content skills with SIFE students. Activate prior knowledge. Once you know what prior information they do have, then you want to link the new information to what students already understand. Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, wordsplash relationships, KWL charts, graphic organizers, SMARTBOARDS, visuals, manipulatives, etc. Hands-on learning. Have students write (if possible), illustrate, when needed. let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and include content vocabulary. Vocabulary. When using new vocabulary or explaining new concepts, you may need to rephrase, define in context, and simplify and chunk information, use intonation and pauses for emphasis. Communication. Try to avoid Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, allow students to engage with their peers verbally. Work in cooperative groups. Teach the necessary social skills they need to interact productively with one another. Forming skills such as getting into groups, taking turns, and encouraging one another provide the foundation for higher-order thinking in collaborative groups. Build the native language content and literacy instruction in order to build on English. Otherwise, work on pre-reading, reading, and post-reading strategies from current trends in literacy. Use of graphic organizers is very helpful to make learning visual and incorporate thinking skills, and can be done without any writing. Use reading logs and journals to incorporate reading and writing. Assessments. Continuously assess informally and formally along with student self-assessments to design and implement curriculum. This should include all four modalities.

Differentiating Instruction for Newcomers: Many of the same teaching methodologies as above. Also, create an safe environment for the new student and if possible, partner up the new student with a student that speaks the same native language. Expand on basic language skills, especially verbal skills.

Differentiation for Developing Students: Same as above but expand on verbal, vocabulary skills and the use of graphic organizers and writing skills.

Differentiation for Long Term ELLs: Same as above but continue to monitor and assess students and continuously reteach and regroup.

Differentiating Former ELLs: Continue to service, monitor and assess student. With each grade, the curriculum becomes increasingly difficult and Former ELLs need ESOL teacher support as language needs will increase in all content areas.

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.

Students re-identified as ELLs or Non-ELLs, based on approved Re-identification Appeal within 45 days of student enrollment, will be placed in the ESL/Former ESL or Non-ELL Program as we do not currently have a Bilingual Program, while the appeal process is taking place. If the student is an ELL/Former ELL, the student will continue to receive mandated ESL/Former ESL Services to ensure the student receives the proper Literacy and Grade-Level Content Support and Units of Study according to the CRPart 154-2 (K-8) until the Parent(s) or Guardians make the decision to continue or discontinue ESL/Former ESL Services. This way, the student’s academic progress will not be adversely affected while the appeal process is pending. The School ensures that the academic progress of students re-identified as ELL or non-ELL has not been adversely affected by the re-identification by conducting and reviewing the results of a school-based assessment , administered by qualified personnel as defined by CR part 154-2.2(u)4, of the student's abilities in listening, speaking, reading, and writing in English. Staff members consult with the Committee on Special Education if the student has a disability or is suspected of having a disability that may impact the ability to speak, read, write, or listen in English. Based on the qualified personnel, the school principal determines whether or not to change the ELL status, and, if so, modifies the student's schedule accordingly. The assigned qualified and trained staff for the initial identificatino process (6-12 months) are the P.S. 106 ESL Department teachers: Ms. Frances Cleary and Mrs. Denise Ranelli.

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?

ESOL Teachers use many different instructional strategies and grade-level materials for ELL-SWD Students. First, clearly define Content and Language Objectives. ESOL Teachers focus on Academic Language, Literacy and Vocabulary. Vocabulary can be taught with visuals and should have much repetition. Also, it’s vital that teachers link background knowledge and culture to learning. Teachers should also increase incomprehensible input and language output which helps to make the meaning clear using a variety of methods, to include: visuals, demonstrations, realia as well as other means. Also, give students multiple

Chart opportunities and wait time to produce language. Promote classroom interaction by engaging students to use English to do Academic Tasks. Teachers should also stimulate higher order thinking skills and use learning strategies by explicitly teaching the ELLs in order to develop into creative, independent thinkers. Supply hands-on materials and activities for learning. Also, include all four modalities in every lesson. Some materials might include writing notebooks, tracing sheets, Reading Program books and materials to include Reading and Writing Journals, Lower-level and grade level readers, Big Books, Phonics Books, Flashcards, posters, classroom rules, grammar rules, student goals on wall or on student's desk, whiteboards/erasers, Alphabet and Word Wall, or any type of visual aid, SMARTBOARDS, Computers and other types of technology are also helpful tools for SWD-ELLs. Teachers should continuously review and provide feedback as the lesson is taught with small assessments throughout (Thumbs up, etc.) Also, teachers should use informal and formal Rubric based assessments, with Rubrics clearly modeled, to assist with curriculum and lesson planning. Also, ESOL Teachers should follow the guidelines in individual students' IEP's to assist each student with particular learning issues.

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 ESOL Teachers at PS 106 teach ELL-SWD's in the Least-Restrictive Environment. The ESOL Teacher follows the students' IEP, Laws and Guidelines when giving instruction to an ELL-SWD student. ESOL Teachers use the Push-In Model to service ELL-SWD's. ELL-SWD's receive instruction using CCLS to include Supplemental Literacy Instruction and other services according to the individual student's IEP. The ESOL Teacher services, monitors and assesses instruction in order to have flexibility in planning and scheduling so the student can achieve his/her educational goals.

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)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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.

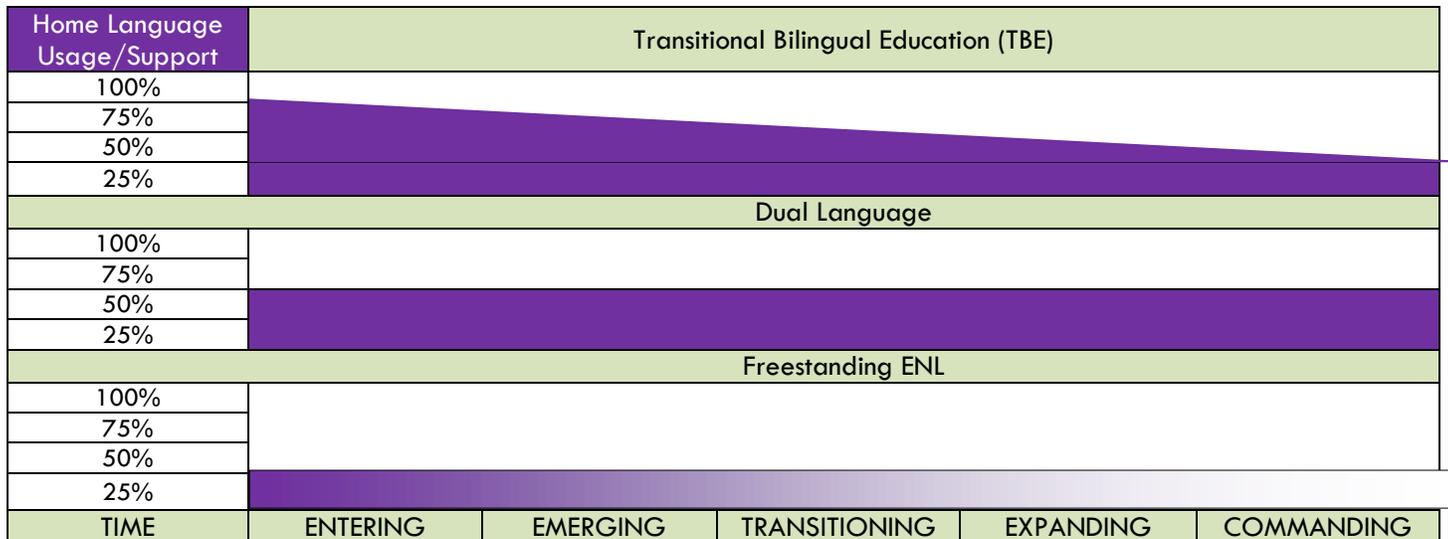


*Note: “other approved services” does not apply to New York City at this time.

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.
The targeted intervention program at P.S. 106 is the three-tiered Response to Intervention (RTI) model. The core instructional program is delivered at Tier 1. Targeted interventions for ELL students who need additional help are delivered in small group instruction at Tier 2, and students requiring intensive Tier 3 interventions work with a RTI specialist who provides both ELA and math interventions in English and Spanish to referred students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program includes after-school ELA and Math enrichment for ENL students born in another country. Test data reflects the effectiveness of our current ESL program. The majority of ELLs advance one proficiency level each school year. ESL teachers provide support in language foundational skills, ELA, and math literacy.
12. What new programs or improvements will be considered for the upcoming school year?
ESL Teachers should attend Professional Development in the areas of strategies to enrich content area teaching for ELLs in the 2015-16 school year
13. What programs/services for ELLs will be discontinued and why?
It is anticipated that funding for the Immigrant Students after-school enrichment program will be renewed. At this time, there are no plans to discontinue any programs/services for ELLs .
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are eligible to participate in after-school programs at P.S. 106. These include but are not limited to the Extended Day Immigrant Program, Saturday Academy, YMCA Enrichment After-school Program, and Scouting programs for both boys and girls.
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.
Instructional materials available to ELLs are the ReadyGEN and GoMath curricular materials, manipulatives, realia, along with teacher-created resources, such as Powerpoints, graphic organizers, and thinking maps. Technology supports include Smartboards in all classrooms, MYON for home-based reading skills development, Enchanted Learning, and many educational websites accessible through the school's website (www.ps106x.org).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language Support in the ENL program is provided by a bilingual (Spanish/English) ESL teacher. ENL teachers promote students oral and written use of the home language at the entering level for students with no prior exposure to academic English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL and classroom teachers use only grade-level materials which have been chunked into comprehensible input with visual supports for optimal acquisition of the 4 second language modalities: listening, speaking, reading, and writing.
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).
At the present time, our school does not offer any activities before the beginning of the school year. Historically, funding permitting our ELLs including ELL-SWD that are not mandated to attend summer school are invited to summer school enrichment program. The goal of the program is to develop English language proficiency, focusing on oral language and vocabulary development; in addition to math support. At the start of the school year and throughout the school year our Newcomers ELLs depending on need are part of a subgroup in order to develop language specific content using iReady and MyOn Programs.
19. What language electives are offered to ELLs?
In our elementary school setting, language electives are not offered as part of our instructional program.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff development of all ELL personnel at 106 includes mentoring, ESL training at Network Professional Development workshops, one-on-one support from Network Specialists, and city-wide professional development training in content-area teaching. ELL staff training this year will focus on ways to increase effective teaching in the content areas and support structure for ELLs in the classroom. Professional Development Dates for ELL personnel for SY 2015-16 are still being determined.
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 participate in Common Core Learning Standards professional development workshops given at faculty conferences and city-wide professional development days. Workshops cover aligning existing ELA and Math curricula to the CCLS standards for grades K-5. Teachers plan together during weekly grade meetings, examine student work, student assessments, and other student data to determine ways in which CCLS-aligned curriculum can best meet the needs of ELLs. These PDS help teachers in providing Common Core-aligned instruction through ongoing inquiry and teacher team share-outs. Topics of professional development include differentiation in school curricula, e.g., the Go Math program, and the Walqui model for oral participation scaffolding strategies: modeling, bridging, contextualization, and schema building.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Grade-level team meetings for fifth-grade classroom and ESL teachers are held on a weekly basis to discuss and plan for appropriate transition procedures (expectations, discussions) to ease ELLs through the moving-up process.
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.
All teachers and administrators are provided professional development to meet the needs of ENL students through semi-monthly trainings provided by the ESL Teacher Team. Projected topics for the 2015-2016 school year are:
 1. Literacy Strategies which Promote Comprehension for ELLs in the Mathematics classroom
 2. Essential Supports for ELLs in the Writing Classroom
 3. Best Practices for Teaching Academic Content and Literacy to ELLsRecords are maintained through Workshop Sign-in sheets and collection of Workshop Agendas.

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?

Parents of ELLs are entitled to a weekly block of 45 minutes to meet with members of the ESL team to discuss goals of the program, language development progress, language proficiency assessments results, and language development needs in all content areas. A school- or outside-based translator is made available to newcomer parents. Additionally, the ESL Department offers three annual meetings to parents to discuss the School's ESL program goals, and to familiarize them with State-mandated tests for ELLs. Translation is provided by school personnel and parent volunteers as necessary. Parents are notified of parental rights regarding translation and how to obtain translation services in the school. Parents are made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate whenever feasible with non- English-speaking parents in their home language. Frequently, our Bangla population parents will bring a friend or family member with them to meetings for translation purposes.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
PS 106 ELLs are an integral part of the school community and are included in all programs. These programs include trips, festivals, and performances to which all ELL parents are invited. There are many classroom and school-wide celebrations that include parties, writing celebrations, book fairs, drama productions, and the Science Exposition to which ELL parents are invited. The Parent Coordinator, Ms. Acosta, acts as a liaison to ELL families and is available for simultaneous translations and school orientations for parents of ELLs. Parents are invited to Title I Content Teachers' (Math and ELA) presentations to discuss the curriculum and expectations for student performance.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
ELL parent workshops are offered 3 times annually by the ESL Teachers' team. The parent Coordinator is the first point of contact for the ELL parents and provides information regarding local public and social resources available to parents of ELLs.
5. How do you evaluate the needs of the parents?
The needs of ELL parents are evaluated through the annual School Survey and feedback received from the Parent Coordinator. Additionally, the ESL teachers reach out to ELL parents at DOE mandated parent teacher conferences.
6. How do your parental involvement activities address the needs of the parents?
Parent involvement activities are designed to lower the barrier between parents and teachers. They are social and intended to put parents living in an unfamiliar culture at ease. Many newcomer families lack information regarding the services available to them: language lessons and library services, for example. The ESL Team helps parents to navigate the wealth of services available to NYC residents through providing information about them.

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: 106**School DBN: 11X106**

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)
Eugenia Montalvo	Principal		10/30/15
Sandra Solis	Assistant Principal		10/30/15
Catherine Acosta	Parent Coordinator		10/30/15
Frances Cleary	ENL/Bilingual Teacher		10/30/15
Dr. Diana Neverson	Parent		10/30/15
Betty D'Erasmus	Teacher/Subject Area		10/30/15
Joy Fazio	Teacher/Subject Area		10/30/15
N/A	Coach		10/30/15
N/A	Coach		10/30/15
Ava Jackson	School Counselor		10/30/15
Meisha Ross-Porter	Superintendent		10/30/15
Jose Ruiz	Borough Field Support Center Staff Member		10/30/15
Judy Diaz	Other <u>A/P</u>		10/30/15
Elizabeth Velez	Other <u>A/P</u>		10/30/15
Colleen William	Other <u>A/P</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x106** School Name: **PS 106**
Superintendent: **M.Ross Porter**

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.

Families and caregivers are interviewed by the Parent Coordinator and queried as to preferred language of communication. Additionally, parents respond to question #1 in Part 3 of a bilingual HLS (English/native language) regarding their preferred language for communications with the school. ATS Data is collected from the Parent Survey and parent selection from regarding preferred delivery of instruction, whether bilingual, dual-language, or ENL. AThe ESL Department also communicates with parents through a newsletter translated into the principal languages represented at P.S. 106; namely Bangla, Arabic 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.

Arabic, Bangla, Chinese, Filipino, Fulani, Spanish, Twi, Urdu, Wolooof.

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.)

Annual handbooks - September
Newsletters - Quarterly
Calendars - Monthly
Parent-teacher Conference Announcements-Quarterly
After-school Program information-September/January
NYS Testing dates-March
General Overview of Student curriculum-Fall
Letters from the school leadership-As needed

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.

Parent-teacher Conferences: September, November, March and May
Weekly Tuesday Parent Meetings with ESL Teachers: 1-2 parents/guardians on an as-requested basis.

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.

All translations of documents are completed in-house.
Bilingual Administrators and Teachers translate documents into Bangla and Spanish.
Guidance Counselors and Social Worker provide Arabic and Spanish translations.
Bilingual documents disseminated in a timely fashion to parents according to urgency of schedule demands.

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.

Many translations and interpretations are provided in-house. When there is a need for a translation or interpretation the school cannot provide, the services of an outside vendor is called into the school or over-the-phone interpreters via the Translation and Interpretation Unit are used.

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.)

The Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements. Key School-based Staff will turnkey the information to the teachers and staff.

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

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school will post in a sign at or near the main entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for parents in need of language access services. The school in which the parents of more than 10% of the children speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation of a sign in the needed language. Parents who wish to receive language access services can contact the school for information. Language ID Guides can be readily available to the parents and kept at the front entrance desk and main office.

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)

The school sends out a Parent Survey in order to obtain information regarding parent's likes and dislikes regarding the quality and availability of services. The Surveys are collected and data is obtained. PTA meetings are also held which include school staff and administrators in which parent suggestions and

feedback are recorded and taken into consideration in order to maintain a strong parent and community relationship and to make improvements at the school.