



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 101

DBN : 21K101

PRINCIPAL: GREGG KORROL **EMAIL:** GKORROL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABELLA DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gregg Korrol	*Principal or Designee	
Susan Lascher	*UFT Chapter Leader or Designee	
Lisa Nitti Susue Huie	*PA/PTA President or Designated Co-President	
Linda Cino	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Percaccio	Member/Chair Person	
Elisa Kane	Member/Assistant Principal	
Marie Foresta	Member/Teacher	
Annamaria Careaga	Member/Teacher	
Shazia Amin	Member/Parent	
Lisa Bongiovanni	Member/Parent	
Michelle Watson	Member/Parent	
Tricia Kanelopoulos	Member/Parent	
Dunia Rabah	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June, 2012, 100% of our K-5 students (Gen Ed., Spec Ed., and ELL students) will complete at least one rigorous, culminating, Common Core State Standard (CCSS) task in both literacy and mathematics as measured by Grade-Wide Rubrics, student work, and student observations.

Rationale: This is part of the Chancellor's initiative intended to ensure that all of our students are engaged in cognitively demanding learning experiences in every grade.

Comprehensive needs assessment

By 2014-15, New York State Assessments will change to reflect the New York State P-12 Common Core Learning Standards, which are the compilation of the Common Core State Standards (CCSS) and the additional standards developed by the NY State Department of Education (NYSED). The new state assessments, expected to be operational in 2014-15, will focus on measuring deeper levels of thinking and will, therefore, be more predictive of college and career readiness. PS 101 is taking the necessary steps needed toward preparing our curriculum to meet the Common Core Learning Standards for the benefit of our students and school community.

Instructional strategies/activities

Activity #1

- Professional Development: Continued PD will be given to all classroom teachers, PK-5. PD will be given instructing teachers on the components of the bundles, how to collaborate with cluster teachers, Common Core language and usage, and depth of knowledge; Common Core State Standards curriculum planning for all grades aligning our curriculum to the CCSS; Teacher teams will review and reflect upon the quality of the tasks and meet to utilize the inquiry process to review student and teacher work.
- Target Population(s): All teachers servicing the student population, including ELLs and SWDs.
- Responsible Staff Members: Staff Developers, Writing Clusters, and Literacy Coach.
- Implementation Timeline: November, 2011 through March, 2012

Activity #2

- **Participation in the Common Core Pilot/Common Planning Time:** Teachers will be provided with common planning time to research, plan, prepare, and reference the Common Core State Standards in order to create both the ELA and Math bundles. Grade leaders will turn-key information to their teacher teams on each grade. Curriculum mapping will include Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical subjects.
 - Target Population(s): All teachers servicing the student population, including ELLs and SWDs.
 - Responsible Staff Members: Staff Developers, Writing Clusters, and Literacy Coach.
 - Implementation Timeline: November, 2011 through March, 2012

Steps for including teachers in the decision- making process:

- Classroom teacher teams will meet in grade level meetings, cross-grade meetings, and with funded staff to review student work to evaluate for rigor and performance.
- Instructional vertical teams will meet to discuss student needs, teacher goals, and ways to meet said needs and goals.
- Teacher team meetings will take place in November, 2011, January, 2012, and March, 2012.
- All of our teachers in the academic year 2011-2012 are highly qualified.
- Collaborative Inquiry Teams focus on students who show a weakness in an area of study. Rigorous, research-based instruction will be provided in small groups for these students. Collaborative Inquiry Teams strengthen building capacity for teachers to look at student work, reflect upon their teaching, and collaborate to align and refine the curriculum. Our school has one vertical inquiry team and seven grade-based teams.
- Data Wednesdays (Extended Day)- every teacher is responsible for reviewing student data to drive instruction.

Strategies to increase parental involvement

- Translators will be provided at PA meetings to insure the needs of all parents are being met.
- 21K101PA@schools.nyc.gov - the PA e-mail
- [The Verrazano Wonderings](#) on-line and print school newsletter
- Reading program, Scott Foresman/Pearson, and Math McGraw Hill On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
- Grades 1-5 students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
- <http://macmillanmh.com/ose/index.html> (Math Connects) Math workbook
- <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies)<http://www.fossweb.com/> (Science)
- Title I meetings
- Parent Teas

- Informal discussions
- School Leadership meetings
- PS 101 General Meetings
- Parent Coordinator input
- Parent Association Meetings
- Articulation with administration and teachers
- Implementing Legislative Mandates of the Title I Program by providing opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting, and other activities on a district-wide or school-by-school basis during, before, or after the regular school day.

Strategies for attracting Highly Qualified Teachers (HQT)

- Formal recruiting and interviewing is on-going in order to attract highly qualified teachers.
- Administration is working closely with non-tenured teachers in the development of tenure portfolios to ensure that all staff members become highly qualified.
- Establish a Human Resource Committee within our school.
- Collaborate with local colleges such as Brooklyn College, Saint Joseph’s College, Touro College, and Kingsborough College in their efforts to provide student-teacher opportunities in our school. These students obtain a working knowledge of the day-to-day operation of a school building, as well as train to our policy of high academic standards.
- Provide teachers with frequent and relevant professional development in such areas such as the Common Core State Standards, Orton-Gillingham, Teaching Matters Technology, and Teacher Effectiveness.
- Conduct regular needs assessment surveys.

Service and program coordination

- 21st Century Grant After-School Program- This program provides remediation in both Literacy and Math for students in grades 3 – 5. It also provides recreation in the Arts.
- TASC-The After School Corporation- using the Arts as a springboard for learning - This program awakens students’ creative talents and reviews ELA and Math concepts.
- ESL-Wake Up With ESL student immersion morning program-Title III funds- All newcomer ESL students will be invited to attend this morning program to jumpstart their English as a Second Language learning.
- ESL Test Prep Before School Program- This program will focus on strategies that ESL students can use to better identify the task of a test question and provide them with the tools that they will need to properly answer the question.
- Bully Prevention Program- In a series of workshops, this program is designed to make students and adults aware of the harmful

effects of bullying and cyber-bullying, as well as model proper behavior. This program will advise students on how to prevent and report a bullying situation.

- Academic Intervention Services- Title I Reading and Math intervention services to provide additional support for students in need. This push-in/pull out system provides small group instruction in Orton-Gillingham, Reading strategies, and reinforcement of Math skills.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Race to the Top-Citywide Instructional Expectations Allocations funding-used for professional development.
- Orton-Gillingham-Title I funding used for grades K-3 to reinforce phonemic awareness, letter recognition, and reading fluency.
- Academic Intervention Services- Title I Reading and Math intervention services to provide additional support for students in need. This push-in/pull-out system provides small group instruction in Orton-Gillingham, Reading strategies, and reinforcement of Math skills- Title I funding.
- Supervisor per session (4 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs for academics and the arts.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- RESO- A technology grant- used to support student learning through available technology in the classroom.
- Additional cluster Writing position- tax levy, SWP Title I, and Title I Supplemental (IIA)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June, 2012, 22% of our Fourth – Fifth grade classes will become integrated collaborative teaching classes, ICT in an effort to achieve Adequate Yearly Progress (AYP) in the subgroup students with disabilities of the accountability measure student groups making AYP in English language arts.

Rationale: We achieved success in our ICT Kindergarten, First, Second, and Third grade classes. Therefore, we extended the initiative to include our 4th and 5th grade classes for this current academic school year.

Comprehensive needs assessment

To meet the needs of the Bath Beach D21 community, we expanded our Early Childhood grades to infuse Integrated Co-Teaching Classes (ICT) during the 2010-2011 school year. With much success, and overwhelming parent support, we provided the fourth and fifth grades with the same opportunity. During the 2011-2012 school year, promoted students' needs were met in the appropriate class setting. Partner teachers were paired to provide a collaborative team teaching paradigm that was considered effective and purposeful. With multiple qualities to share, teachers were paired to ensure teaching and learning were meeting the needs, abilities, and interests of all students. Our schoolwide needs included additional support and services for our struggling students. All efforts are being made to meet annual yearly progress goals in special education, as per the requirement of New York State. PS 101 did not meet annual yearly progress in the subgroup students with disabilities on the School Report Card for the academic school year 2010-2011.

Instructional strategies/activities**Activity #1**

- a. Instructional strategies and activities that encompass the needs of our identified student subgroups include small group instruction; leveled-learning groups; partner-work study; multiple learning styles: Tactile, Kinesthetic, Visual, Auditory; thematic units of study; interdisciplinary units of study; technology advancement; push-in models of ESL, Occupational Therapy, and Speech, when applicable.
- b. Target Population(s): For each ICT class, our support staff includes two educational assistants, a school psychologist, a social worker, a certified special education teacher, a general education teacher, and related service providers: guidance, speech, occupational therapy, physical therapy, etc., all on-site, as per the Individual Education Plan needs.
- c. Responsible Staff Members: Team meetings are held annually and as needed for discussion about student needs, strategies for achievement, and independent practice work. Teams consist of parent/guardian, school psychologist, related service providers, teachers, IEP teacher/liaison, etc. Teams are involved in the decision-making process to develop an action plan that is conducive and functional for the student's learning. Daily articulation and Pupil-Personnel Team meetings help ensure a review of data, tracking of trends/patterns with informal/formal assessments, and the monitoring of short/long term goals with clear expectations to maintain smart, measurable, attainable, realistic, and time-bound effectiveness.
- d. Implementation Timeline: Annual goal meetings are held to discuss student needs. These team meetings map out an electronic IEP

that is a working document with precision. Professional development workshops, D21 inter-visitations, and collegiate meetings amongst PS101 ICT team teachers all assist our new fourth/fifth grade ICT teams with teacher effectiveness and Common Core Learning Standards. Throughout the school year, our team of highly qualified teachers will work together to meet the instructional and behavioral needs of the children. September, 2011- June, 2012.

Strategies for attracting Highly Qualified Teachers (HQT)--

Our fourth and fifth grade ICT teachers in grades 4 and 5 are highly qualified in their area. They are working to become model teachers and exemplars for others to learn from. Strategies, activities, and incentives are bestowed on our new teams with professional development workshops, mentoring programs, and administrative support to ensure mandates are met, student needs are addressed, and Common Core learning standards are infused with curriculum mapping.

Strategies to increase parental involvement

- Translators will be provided at PA meetings to ensure the needs of all parents are being met.
- 21K101PA@schools.nyc.gov - the PA e-mail
- <http://www.ps101verrazano.com> - the school website
- The PA webpage on the school's website
- The Verrazano Wonderings on-line and print school newsletter
- Reading program, Scott Foresman/Pearson, and Math McGraw Hill On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
- Grades 1-5 students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
- <http://macmillanmh.com/ose/index.html> (Math Connects) Math workbook
- Informal discussions
- School Leadership meetings-discussion of Common Core State Standards with parents
- Parent Coordinator input
- Parent Association Meetings
- Articulation with administration and teachers
- Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting, and other activities on a district wide or school-by-school basis during, before, or after the regular school day.
- Online podcasting of teacher lessons
- Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.

Strategies for attracting Highly Qualified Teachers (HQT)

Strategies for attracting Highly Qualified Teachers (HQT)--

Our fourth and fifth grade ICT teachers in grades 4 and 5 are working to become model teachers and exemplars for others to learn from. Strategies, activities and incentives are bestowed on our new teams with professional development workshops, mentoring programs, and administrative support to ensure mandates are met, student needs are addressed, and standards are infused with curriculum mapping.

- Formal recruiting and interviewing is on-going in order to attract highly qualified teachers.
- Administration is working closely with non-tenured teachers in the development of tenure portfolios to ensure that all staff members become highly qualified.
- Establish a Human Resource Committee within our school.
- Collaborate with local colleges like Brooklyn College, Saint Joseph's College, Touro College, and Kingsborough College in their efforts to provide student-teacher opportunities in our school. These students obtain a working knowledge of the day-to-day operation of a school building, as well as train to our policy of high academic standards.
- Provide teachers with frequent and relevant professional development in such areas such as the Common Core State Standards, Orton-Gillingham, Teaching Matters Technology, and Teacher Effectiveness.
- Conduct regular needs assessment surveys.

Service and program coordination

- 21st Century Grant After-School Program- This program provides remediation in both Literacy and Math for students in grades 3 -5, and provides recreation in the Arts.
- TASC-The After School Corporation- using the Arts as a springboard for learning, this program awakens students' creative talents as well as reviews ELA and Math concepts.
- ESL-Wake Up With ESL student immersion morning program-Title III funds- All newcomer ESL students will be invited to attend this morning program to jumpstart their English as a Second Language learning.
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Budget and resources alignment

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- Supervisor per session (4 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs for academics and the arts.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- RESO- A technology grant- used to support student learning through available technology in the classroom. Additional cluster Writing position- tax levy, SWP Title I, and Title I Supplemental (IIA)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June, 2012, all students (Gen Ed., Spec Ed., and ELL students) will participate in a schoolwide writing initiative, the Four Square Writing Process, in order to demonstrate an increase in writing proficiency as measured by monthly writing samples, classwork, teacher observations, and inquiry analysis.

Rationale: The writing process has been shown to develop the mental skills necessary for learning, analyzing topics, and training the mind in organized reasoning skills.

Comprehensive needs assessment

Historically, our students generally perform on a level 3 on the NYS ELA exam. We took on this writing initiative as an attempt to increase comprehension through the writing process. This writing initiative is an attempt to align our curriculum to meet the Common Core State Standards' intention of having students focus on research skills that will culminate in a research-based project, as well as in student proficiency in writing argumentative essays, opinion pieces, and narrative essays. NYSESLAT scores for our school indicate a weakness in the writing component for our ESL students. The inclusion of the Four Square Writing Process into our ESL program will focus on the components and skills students need to become proficient in writing. Our significant FELL population shows a weakness in writing as well. This initiative will focus on vocabulary and written expression that will in turn compliment the needs of our FELL population. This program will assist our SWD population with the organizational skills needed to master the writing process to create coherent reflective pieces.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Activity #1

- Creation of an additional Writing Cluster position: A second writing teacher was added to our staff, September, 2011. This teacher will target our K-2 population, early childhood emergent readers and writers. This educator will focus on students' developing writing skills including sentence formation, sequencing of events, idea development, writing styles, and conventions of writing. In collaboration with

the upper grade writing teacher, the teacher will use inquiry skills to assess teacher-made lesson plans, rubrics, and student work for quality and rigor.

- Target Population(s): All students K-3 including ESL students, and SWDs.
- Responsible Staff Members: Two writing teachers and administration.
- Implementation Timeline: September, 2011 through June, 2012.

Activity #2

Professional Development: PD will be given to all teachers including ESL teachers and Special Education teachers on the following topics: Creating a Four Square Writing piece; the use of standard-based rubrics to look at student work in a unified manner; expectations and goals for student writing; how students can identify and use voice in their writing; conferencing and commenting for student work; and the use of a writing pacing calendar as well as creating and using a curriculum map. Universal Designs for learning professional development will be available for all teachers. The Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

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- Target Population: All teachers and support staff.
- Responsible Staff Members: Assistant Principal and Writing Clusters.
- Implementation Timeline: September, 2011 through June, 2012.

Activity #3

- Creation of a teacher team to assess student writing pieces. This team will periodically review student work to assess for rigor and quality of content. The team will analyze for effectiveness, review teacher comments, and formulate next steps. This team will ensure that writing pieces focus on rich vocabulary, descriptive language, logical sequencing, and alignment to the Common Core Standards. The team will utilize the philosophy and process of inquiry work and protocols.
- Target Population(s): All students and classroom teachers.
- Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Literacy Coach, and Writing Clusters.
- Implementation Timeline: September, 2011 through June, 2012

Steps for including teachers in the decision- making process:

- Classroom teacher teams will meet in grade level meetings, cross-grade meetings, and with funded staff to review student work to evaluate for rigor and performance.

- Instructional vertical teams will meet to discuss student needs, teacher goals, and ways to meet said needs and goals. Teacher team meetings will take place in November, 2011, January, 2012, and March, 2012.
- Collaborative Inquiry Teams focus on students who show a weakness in an area of study. Rigorous, research-based instruction will be provided in small groups for these students. Collaborative inquiry teams strengthen building capacity for teachers to look at student work, reflect upon their teaching, and collaborate to align and refine the curriculum. Our school has one vertical inquiry team and seven grade-based teams.
- Data Wednesdays (Extended Day)- every teacher is responsible for reviewing student data to drive instruction.

Strategies to increase parental involvement

- Providing Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.
- Convening an annual meeting of Title I parents to inform them of the Title I program and their right to be involved.
- Offering a flexible number of meetings at various times and, if necessary and if funds are available, providing transportation, child care, or home visits for those parents who cannot attend a regular school meeting.
- Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Providing high quality curriculum and instruction.
- Dealing with communication issues between teachers and parents
- Frequent reports to parents on their children's progress.
- Having parents observe classroom activities.
- Assuring that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy.
- Implementing workshops on writing strategies.
- 21K101PA@schools.nyc.gov
- <http://www.ps101verrazano.com>
- The Verrazano Wonderings blog.
- Reading program, Scott Foresman/Pearson

- All students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Formal recruiting and interviewing is on-going in order to attract highly qualified teachers.
- Administration is working closely with non-tenured teachers in the development of tenure portfolios to ensure that all staff members become highly qualified.
- Establish a Human Resource Committee within our school.
- Collaborate with local colleges like Brooklyn College, Saint Joseph's College, Touro College, and Kingsborough College in their efforts to provide student-teacher opportunities in our school. These students obtain a working knowledge of the day-to-day operation of a school building as well as train to our policy of high academic standards.
- Provide teachers with frequent and relevant professional development in such areas such as the Common Core State Standards, Orton-Gillingham, Teaching Matters Technology, and Teacher Effectiveness.
- Conduct regular needs assessment surveys.

Service and program coordination

- 21st Century Grant After-School Program- This program provides remediation in both Literacy and Math for students in grades 3 -5 and provides recreation in the Arts
- TASC-The After School Corporation
- ESL-Wake Up With ESL student immersion morning program-Title III funds
- ESL Test Prep Before School Program
- Bully Intervention Program

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Race to the Top-Citywide Instructional Expectations Allocations funding-used for professional development.

- Orton-Gillingham-Title I funding used in grades K-3 to reinforce phonemic awareness, letter recognition, and reading fluency.
- Academic Intervention Services- Title I Reading and Math intervention services to provide additional support for students in need. This push-in/pull-out system provides small group instructions in Orton-Gillingham, Reading strategies, and reinforcement of Math skills- Title I funding.
- Supervisor per session (4 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs for academics and the arts.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- Additional cluster Writing position- tax levy, SWP Title I, and Title I Supplemental (IIA)
- RESO- A technology grant- used to support student learning through available technology in the classroom.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	56	0	N/A	N/A	0	6	0	1
1	22	0	N/A	N/A	3	8	1	1
2	46	0	N/A	N/A	6	3	1	1
3	137	11	N/A	N/A	2	1	0	0
4	21	20	30	30	4	4	0	1
5	18	46	31	31	5	2	2	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Grades K - 5 students are serviced throughout the day through small group instruction. Kindergarten students are assigned through classroom teacher referrals. Grades 1 - 3 students are chosen based on low E-CLAS-2 and E-PAL-2 scores. The 4th and 5th grades' students are chosen based on low ELA scores, generally a level 2 or low 3. Kindergarten students receive intervention instruction in Orton-Gillingham and Foundations, as well as Kindergarten-appropriate curriculum, such as rhyming, alphabet instruction, etc. Grades 3 – 5 students are instructed in the Strategic Intervention component of the Reading Street program. Vocabulary and comprehension skills and strategies are stressed in leveled readers. Test prep is also taught.</p> <p>In the school year 2011- 2012, our school has created an academic intervention position based in the Orton-Gillingham methodology. This provider will work with SWD and at-risk students in order to strengthen the necessary phonemic and decoding skills required to learn how to read and write. "The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step-by-step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students." http://www.orton-gillingham.com/index.aspx</p>
Mathematics	<p>Students gain important mathematical insights by building on discoveries. This promotes good listening habits and a receptive attitude towards the ideas of others. By discussing their thoughts, they are clarifying their learning. Children are more enthused when working together than when working alone. They learn to work as a team, emphasizing cooperation rather than competition. They are solving problems based on real-life situations. Services are provided for grades 3 - 5. Children are identified by classroom teachers and previous standardized test scores. The service is provided in small groups of approximately 10, one period per day during the school day, four to five days per week. A multi-sensory approach is used in conjunction with the MacMillan-McGraw Hill program.</p>

	Children learn mathematical concepts through music, physical education, the use of manipulatives, and technology. The application and utilization of McGraw-Hill's Advanced Math Tracker provides online services for the student, parent, and teacher. Advanced Math Tracker will identify areas of weakness and provide remediation through online testing. The Advanced Math Tracker has a parent component where parents can view their child's progress as well as identify areas in need of improvement. In the academic year 2011- 2012, our academic intervention provider will focus on aligning instruction to the Common Core State Standards.
Science	Science support is given to the classroom teacher during the Science block by the Science coordinator. At-risk students are taught through differentiated instruction with a more hands-on approach and with the use of leveled resources. In the academic year 2011- 2012, we are staffed with two Science specialists to service in grades K-5.
Social Studies	Social Studies support is given in the classroom during the Social Studies block by the Social Studies coordinator. At-risk students are taught through differentiated instruction using leveled resources, technology, and the Houghton Mifflin series. We will continue to participate in the K-2 TAH (Teaching American History) to increase teaching of Social Studies in early childhood grades for the school year 2011-12.
At-risk Services provided by the Guidance Counselor	The individual and/or group sessions provided during the school day primarily detail improving concentration and focusing skills, as well as developing a habitual, systematic approach to completing assignments, behaving properly, and listening effectively throughout the course of the school day. Students are seen 1X per week.
At-risk Services provided by the School Psychologist	Crisis services, educationally-related support, social skills training, and bibliotherapy are provided, never exceeding 6 to 8 weeks.
At-risk Services provided by the Social Worker	Counseling services are provided, usually on a 1:1 basis, during the school day. The caseload varies from year to year. Emergency intervention meetings with parents, teachers, and students are scheduled on an as-needed basis. Services are provided on Wednesdays and Fridays.
At-risk Health-related Services	Physical Therapy: Gross motor skills are developed using a hands-on manipulative approach. School and classroom mobility are targeted goals of this program. Attention will be placed on playground and recess participation to encourage full access to all student activities. Occupational Therapy: The development of fine motor skills is the focus of this service. This service will promote health by enabling students to perform meaningful and purposeful activities The therapist helps students improve their basic motor functions and

	reasoning abilities. Students will strive for independence in the school setting.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

P.S. 101 agrees to implement the following statutory requirements:

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

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 101 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Through the School Leadership Team, we will discuss activities and actions that will be the basis of P.S. 101's Parental Involvement Plan. In our Leadership meetings, all parents, including Title I parents, are informed of the school-wide curriculum agendas, and these topics are fully discussed.
 - At Parent Association meetings, parents and staff will mutually discuss and determine what activities would be beneficial in improving parental involvement.
 - Through constant communication and parent workshops, our parent coordinator is fully aware of the needs expressed by our school's parents. Workshops are scheduled to address those needs.
 - School and community surveys will be utilized and analyzed to determine the climate of the school community and its needs. P.S. 101 received a satisfactory rating of 98 % from parents regarding the education and services their children received. 97 % of parents felt satisfied with the opportunities they were offered to participate in their children's education. 98 % of our parents were satisfied with the way our school communicates with them.
 - Through Title I funding, language translators are made available for translation purposes at PA and PS 101 general meetings to ensure clear and proper communication between the school and parents.
 - School-wide backpack letters are sent in Chinese, Urdu, Russian, and Spanish, as well as English, for parent perusal.
 - Seminars will be conducted by the Parent Coordinator to assist the Team in determining the extent of parent involvement and what could be improved.
 - Provide Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide

translations into parents' native languages and assist in other outreach services.

2. P.S. 101 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Informal discussions
 - School Leadership meetings
 - Instant Messenger phone reminders
 - Family Nights
 - Open School Nights
 - PS 101 General Meetings
 - Needs Assessment Survey
 - Learning Environment Survey
 - School Report Card
 - Parent Coordinator input
 - Parent Association Meetings
 - Articulation with administration and teachers
 - Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting, and other activities on a district wide or school-by-school basis during, before, or after the regular school day.
 - Implementation of Title III Immigrant funds to support families of our school community in additional educational opportunities.

3. P.S. 101 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parent Teas with classroom teachers and Academic Intervention Service providers for back-to-school orientation.
 - Parent Workshops in association with the 21st Century Learning Grant and Leadership in Schools - 12 workshops designed to bring parents into our school and to encourage parent/guardian participation.
 - Parent Association Tea for teachers to meet and greet the parents.
 - Translation pens available in the main office to enable non-English speaking parents with the ability to translate their own written words into English, as well as translate English into their native languages.
 - Title I funded translators upon request.
 - P.S. 101 Evening Family Engagement Activities: (Welcome Back to School Night, Family Movie Night, Holiday Shows, Theatrical Productions, Family Fun Night, and the Annual Talent Show)

- Evening seminars will be held to familiarize parents with the format and content of State Standardized Exams.
 - English language seminars for non-English speaking parents.
 - Funded teachers will meet with Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - The Parent Coordinator will provide materials for parents to use at home to improve strategies and skills learned by the students.
 - Our Social Worker and Parent Coordinator will hold monthly meetings for parents with topics that are of high interest and concern to our students' families.
 - Bilingual newsletters and notices will be given out to reach and inform non-English speaking parents.
 - Training parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.
4. P.S. 101 will coordinate and integrate Title I parental involvement strategies under the following other programs:
- Funded teachers meet to discuss and inform Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - ARIS Parent Link- password and user name magnets to assist parents in accessing student information.
 - PA-sponsored courses for parents of Title I students; PA to buy the supplies needed for the courses.
 - Title I funding will be used to provide educational courses for parents to assist their children at home. The programs may include Math workshops for parents, Family Reading Night with a literary professional such as Ann Edwards (author of Bumpy Books) and other literary figures, and teacher workshops.
5. P.S. 101 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy ability, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary and with the involvement of parents, its parental involvement policies. (List actions, such as describing how the evaluation will be conducted,

identifying who will be responsible for conducting it, and explaining what role parents will play.)

- Presentation at School Leadership Team meetings - 2011-2012.
 - Presentation at Parent Association meetings - 2011-2012.
 - Parent feedback through surveys, School Environment Survey, Parent Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
 - Meeting agendas and sign-in sheets will reflect parent participation.
 - On-going articulation with the administration and teachers to monitor effectiveness of the program.
 - Tracking PA attendance for non-English speaking parents.
6. P.S. 101 will build the school's and parents' capacities for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. the state's academic content standards
 - ii. the state's student academic achievement standards
 - iii. the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
7. Training Parents to provide them with the skills they need to be more effective partners in their children's education. Activities
- may include workshops on topics such as understanding Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.
 - School seminars/workshops describing and informing parents about state standardized tests, their impact on their children's education, and evaluation of scores.
 - Review School Report Card, Environment-Parent Survey, and Progress Report for parent understanding.
 - Reporting to parents on their children's progress including conducting parent-teacher conferences; making accessible other educational personnel to confer with parents; and allowing parents to observe program activities.
 - Providing to the fullest extent possible information, programs, and activities in a language and form that parents can understand.
 - Providing reasonable support for parent involvement requirements and other relevant program provisions.

- Joint or parallel classes for parents and their children may be implemented to foster shared educational experiences and to provide an opportunity to model exemplary educational practices. These may be scheduled before or after school, or in conjunction with our 21st Century Community Based Partnership grant after-school program.

- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - Translators will be provided at PA meetings to insure the needs of all parents are being met.
 - 21K101PA@schools.nyc.gov - the PA e-mail
 - <http://www.ps101verrazano.com> - the school website
 - The PA webpage on the school's website
 - The Verrazano Wonderings on-line and print school newsletter
 - Reading program, Scott Foresman/Pearson, and Math McGraw Hill On-line Access <https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
 - Grades 1-5 students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
 - <http://macmillanmh.com/ose/index.html> (Math Connects) Math workbook
 - <http://www.schooldirect.com/store/ProductCatalogController?cmd=LaunchPage&nextPage=School/html/index.html&division=S01> (Social Studies)
 - <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies)<http://www.fossweb.com/> (Science)
 - Online podcasting of teacher lessons
 - Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Providing Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest

speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.

- Convening an annual meeting of Title I parents to inform them of the Title I program and their right to be involved.
- Offering a flexible number of meetings at various times and, if necessary and if funds are available, providing transportation, child care, or home visits for those parents who cannot attend a regular school meeting.
- Actively involving parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- Providing parents with timely information about all programs.
- Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Providing high quality curriculum and instruction.
- Dealing with communication issues between teachers and parents
- Holding parent-teacher conferences at least annually.
- Frequent reports to parents on their children's progress.
- Reasonable access to staff.
- Providing opportunities for parents to volunteer and participate in their children's classes.
- Having parents observe classroom activities.
- Conducting a minimum of 5 parent workshops.
- Assuring that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy.
- Implementing workshops on reading strategies.
- 21K101PA@schools.nyc.gov
- <http://www.ps101verrazano.com>
- The Verrazano Wonderings blog.
- Reading program, Scott Foresman/Pearson and Math McGraw Hill
On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
- All students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
- <http://macmillanmh.com/ose/index.html> (Math Connects)
- <http://www.schooldirect.com/store/ProductCatalogController?cmd=LaunchPage&nextPage=School/html/index.html&division=S01> (Social Studies)
- <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies)
<http://www.fossweb.com/> (Science)
- Online podcasting of teacher lessons
- Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- Having the Parent Coordinator establish a parent resource center to provide information and instruction to parents.
 - Developing instructional resources for use by parents and by parent trainers. These may include handbooks describing Title I programs; skills building materials, which include enrichment skills; learning games and homework helper ideas; and school community resource information such as Dial-A-Teacher services. Establishing and running a parent resource center or lending library with materials such as trade books and math manipulatives for parents to use with their children.
 - Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district wide or school-by-school basis during, before or after the regular school day.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- Providing information about the program to parents in a timely way
 - The Instant Messenger Service - provides voice and text information to parents
 - 21K101PA@schools.nyc.gov - the PA e-mail
 - <http://www.ps101verrazano.com> - the school website
 - The PA webpage on the school website
 - [The Verrazano Wonderings](#) on-line and print school newsletter
 - School notices delivered in both English and Chinese.
 - Holding regular Parent-Teacher conferences on November 15, 2011, and March 13, 2012.
 - Introduce The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices

such as school closings, special events, student absences, and emergency information.

- Every teacher will make at least 2 parent outreach phone calls regarding students in his or her class per month.
- Increasing communication via the world wide web (PA e-mail account, PS101 school e-mail account, school website www.ps101verrazano.com, PA webpage on school website, The Verrazano Wonderings blog), newsletters, backpack letters translated into various languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.
- Introduce and encourage parents to use the Aris Parent Link for parents to keep abreast of their children's academic development.
- Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with their children for parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

***see prior components**

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by __Title I Sub-committee__ This policy was adopted by the P.S. 101 PA on September 9, 2008. This School Parent Involvement Policy has been updated in September, 2011 and will be in effect for the period of September, 2011– June, 2012. The school will distribute this policy to all parents of participating Title I, Part A children on October 20, 2011 during a morning PA meeting.

Part B: School-Parent Compact

P.S. 101, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2011-12.

Required School-Parent Compact

School Responsibilities

P.S. 101 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- To provide high quality curriculum and instruction through extensive professional development programs and curriculum planning.
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., Presentation at School Leadership Team meetings-2011-2012, presentation at Parent Association meetings - 2011-2012, parent feedback through surveys, School Environment Survey, Parent Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
- Meeting agendas and sign-in sheets will reflect parent participation.
- On-going articulation with the administration and teachers to monitor effectiveness of the program.
- Tracking PA attendance for non-English speaking parents.

Initiatives

- Inquiry Team (Analyze Data)
- Instructional support for Math, Science, and Technology
- Writing Cluster
- Grades K-3 will have Orton-Gillingham training with Ms. Ann Edwards
- Grade 1 will have a Mask Making residency from *Marquis Studios*: In this residency, the class learns about the cultural history of masks, their significance in performance and together creates and performs a group theatre piece. Artistic techniques such as movement with masks and mimetic-movement skills are taught, as well any of a variety of masked theater traditions [Commedia D'ell Arte, African Dance, Native American Religious] amongst others. The course goes into detail about the use of masks in different cultural festivals -such as The Day of the Dead, Carnivale, Venetian masked balls, and Spanish ritual processions. The student is exposed to the cultural and social nuances of the mask. Masks that hide identity. Masks that create identity. Masks that physically protect the wearer.
- Grade 2 will have Puppety workshops from *Marquis Studios*: In this residency, the student makes original puppets to use in an original performance. The course is focused on encouraging skills specific to the processes of puppetry, as well as the basic artistic skills of drawing, color, composition, sculpture and drama. The puppets are made of paper-mache or “two-dimensional cardboard figures used with “toy theaters”. The student creates distinct, recognizable characters that come alive through costumes, props, shape of features and expressions. The curriculum covers the history of international puppets and the specifics of different types of puppets – such as shadow, glove, stick, finger or marionette.
- Grade 3 will have a Circus Arts residency from *Marquis Studios* : This residency brings to life techniques of clowning and physical comedy, as well as introducing the student to the significance of circus in many cultures. The program promotes physical education, gross motor skills and improved hand/eye coordination as well as teaching such skills as juggling, feather balancing, tumbling, comedy and improvisation.
- Grade 4 will have an Origami residency from *Marquis Studios*: In this program students are introduced to the ancient Japanese art of paper folding, both a cultural and an artistic form of expression. Enshrined in Shinto, the national

religion of Japan, origami is practiced by young and old alike. Through the practice of making objects such as animals, geometric figures, and decorative items out of square sheets of paper, the class will be exposed to the historic aspects of the art, as well as specific terminology and concepts. Students will learn techniques such as the mountain and valley fold, the bases, reverse folding and the interpretation of folding diagrams. A plastic art, the practice of origami allows students to influence three-dimensional form by altering paper to create relationships of folds, angles and planes. By introducing the creative use of geometry, the teacher will instruct the class how shape, volume, symmetry, division, and proportion play a key role in transforming flat pieces of paper into objects in-the-round.

- Grade 5 will have a Dance residency from *Neighborhood Music and Arts*
- Grades 1-5, Cluster, and ELL providers will have the “Teaching Matters” program with Jen Gleason for both students and teachers
- Common Core Curriculum training for teachers
- Orton-Gillingham training for teachers in grades K-3.
- Aris training
- Acuity training
- Data Specialist professional development
- Reading Coach-curriculum planning
- SMARTBoard training
- New teacher mentoring
- Test-taking skills training

Programs

- McGraw Hill – (Science and Math)
- FOSS Kits – (Hands on Science Materials)
- Orton-Gillingham teaching methodology - As described by Orton Gillingham: “The Institute for Multi-Sensory Education's training programs are based on the Orton-Gillingham method of reading instruction developed by Dr. Samuel T. Orton and educator Anna Gillingham. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing and spelling.

The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step-by-step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.”

<http://www.orton-gillingham.com/index.aspx>

- Reading Street – literacy program
As described by Pearson Learning: “Reading Street is the first program tailored specifically to the requirements of Reading First, a nationwide mandate to enable all students to become successful early readers as created by the No Child Left Behind Act (NCLB) signed into law by President George W. Bush in 2002.

Solidly anchored in the most current scientific research, Reading Street focuses on the priority skills that are proven to be indicators of reading success identified by the National Reading Panel phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Created by nationally recognized experts, practitioners, and researchers, Reading Street is designed to help teachers build readers through a wealth of reliable teaching tools for instruction, pacing, assessments, and grouping. It prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.”
<http://www.pearsoned.com/about/index.htm>

- Resource Room – “Teachers Lending Library” - Literacy Coach
- Three lunch periods (K/3) / (1/4) / (2/5) with Traffic Light System for noise reduction
- Palm Pilots grades K-1 – (ECLAS 2)

TECHNOLOGY

- SMARTBoards – All classrooms
- SMARTTable
- Apple iTouches for the ESL program
- V-cast/Podcast instruction
- Tech Club
- Laptops in classrooms
- ECLAS-2 Assessments in Palm Pilots
- ELMO for classroom use
- Translation Pens for ELL parents
- Hand-held response system
- SMARTBoard - Intervisitation and training sessions for teachers
- Book of the Month “Blog” link on school website
- Classroom Blogs
- Sound system for auditorium
- Video Conferencing with other schools
- New teacher workshop – “Power Point” presentation
- www.ps101verrazano.com – translatable into 8 languages

EXTRA-CURRICULAR ACTIVITIES ENRICHMENT/ STUDENT RECOGNITION

- Morning sports program

- Cheerleading squad
- Vikings basketball team
- Yearbook Club
- Student Government
- Chess in the School
- Halloween Dance
- Valentine's Day Dance
- Early Childhood Halloween Parade
- Early Childhood Pumpkin Patch
- Field Days – Grades 3-4-5
- Teacher-Student Baseball/Basketball games
- 25 Book Campaign assembly
- 5th Grade Science Fair
- Creation Celebration
- Principal Honor Roll
- 5th Grade Honor Society
- Post-exam parties
- After-School Programs
 - Test Prep
 - ELL support for children / parents
 - TASC – The After School Corporation
 - Promotional Prep Group
 - 21st Century Community Learning Centers- after-school program
- Student of the Month
- Book of the Month

ENRICHMENT/STUDENT RECOGNITION

5th Grade School Enrichment Classes

Board Games
 Searching for the Stars - Dance program
 Creative Minds For Graphic Design
 Cupcake Lovers
 What's Cooking
 Let's 'Grow' a Business!
 Have Fun With Photos!
 Style Me Up!
 It's Fiesta Time!
 Ciao, Italia!
 Sports

Community Involvement

- Optional choices for Professional Development
- NYC Miniature Golf Activity
- “Question on the Day”
- Science Club / Planting Club
- Classroom websites

COMMUNITY INVOLVEMENT

- Penny Harvest
- Alumni Reunion Day
- Parent Outreach: automated phone system, e-mail, standard mail, and backpack letters
- New York Knicks - Get Up and Read program
- Pennies for Patients
- Chorus visits (and sings) at Senior Centers
- Holiday Boutique
- Winter Early-Childhood Assemblies
- Scholastic Book Fair
- Cake Sale
- Carnival
- Family Night / Movies
- Book donation program
- Collection of box tops
- Recyclable ink cartridges
- Pilates for Parents
- Community Lending Library Grant
- Fire Safety Assembly / Simulation
- Assembly to prevent bullying
- Ezra Jack Keats Assembly
- Moving-Up Ceremonies - Pre-K and Kindergarten
- 5th Grade Graduation Ceremony
- Back to School Night (evening)
- Parent Teas (during school day)
- www.ps101verrazano.com –translatable into 8 languages
- Trip/School Calendars
- Daily Lunch Menu
- On-line Student of the Month Celebrations
- Welcome letters of expectations for the grades (July-September; posted on website with supply lists) and mid-year expectation letters/books to parents
- Memory Books
- Fifth Grade Yearbook

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

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences which will be held on November 15, 2011, and March 13, 2012.
- Frequent reports to parents/guardians on their children's progress
- Parents having reasonable access to staff
- Parents having opportunities to volunteer and participate in their children's classes
- Observation of classroom activities
- To conduct a minimum of 5 parent workshops
- Providing information about the program to parents in a timely way.
- 21K101PA@schools.nyc.gov - the PA e-mail
- <http://www.ps101verrazano.com> - the school website where blogging is possible
- Introduce The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices such as school closings, special events, student absences, and emergency information.
- Every teacher will make at least 2 parent outreach phone calls regarding students in his or her class per month.
- Increasing communication via the world wide web (PTA e-mail account, PS101 school e-mail account, school webpage www.ps101verrazano.com , The Verrazano Wonderings blog), newsletters, backpack letters translated into various languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.
- Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

- Profiles and individual student assessment results for each child and to provide other pertinent individual and school district education information.
- Annual Report Cards to be given out in November, February, and June
- Frequent reports to parents/guardians on their children's progress
- Aris Parent Log-in (magnets)
- The distribution of the State English Language Arts and Math exam results - NYSTART, ECLAS results, and Acuity results will be distributed to the parents.

4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
 - The staff will be available for consultation with parents/guardians during their weekly prep periods.
 - Parent-Teacher conferences will provide a forum for parents to speak with their children's teachers for progress updates as well as suggestions for further instruction on how to assist the needs of their children.
 - Open School Week will give parents/guardians an opportunity to attend classes and observe instruction.
 - Parent Teas provide an opportunity for parents/guardians to learn about the classroom experience.
 - Internet viewing of special activities, pictorial diaries, and podcasting on our school website.
 - Parents as Partners for classroom trips.
 - The Parent Coordinator is readily available in person and on the phone.
 - Scheduled appointments through the Main Office.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
 - Parent Teas will be held in September to welcome back the parents, acquaint the parents with the curriculum, and provide an opportunity for discussion.
 - Parents are frequently asked to attend class trips.
 - Parents are encouraged to participate in celebrations such as classroom holiday parties, school dances, parades, special events, and shows.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Ways to improve parental involvement are continually discussed at PA and School Leadership Team meetings.
 - An annual meeting of Title I parents to inform them of the Title I program and their right to be involved will be held.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools) in an organized, on-going, and timely way.
 - Parents will be provided with timely information about all programs during School Leadership Meetings, Parent Association meetings, and through the Parent Coordinator. Parental input will be taken into account at these meetings.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the

meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Translators are available upon request.
 - Translators available during school functions for interpretation to parents.
 - School notices are made available in several languages when needed.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - The printed school calendar lists all upcoming special events and happenings.
 - The school website lists all upcoming special events and happenings.
 - The automated phone messenger service contacts parents about upcoming events and happenings.
 - Notices are given out on a regular basis to inform our school community of upcoming events.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to parents an individual student report about the performance of their children on the State assessment in at least Math and Language Arts.
13. Provide parents timely notice when their children have been assigned or have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in my child's classroom.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Visit our school's webpage to keep abreast of current happenings at my child's school.

Parent Responsibilities

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students,
- To listen to grade 2 and 3 students read for 15-30 minutes per day.
- To monitor his/her child's/children's:
 - attendance at school.
 - homework.
 - television watching.
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 21	Borough Brooklyn	School Number 101
School Name P.S. 101 - The Verrazano School			

B. Language Allocation Policy Team Composition [?](#)

Principal Gregg Korrol	Assistant Principal Elisa Kane
Coach Lisa Cannatella/Literacy	Coach Rose Brocato/Math
ESL Teacher Jessica Leung Rivera	Guidance Counselor
Teacher/Subject Area Maria Lupo/ESL	Parent
Teacher/Subject Area Margaret McQuade/ESL	Parent Coordinator Margaret Lloyd
Related Service Provider Kevin Damiano	Other Grace Siggia/ESL
Network Leader	Other Neal Willner/Psychologist

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	879	Total Number of ELLs	137	ELLs as share of total student population (%)	15.59%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The Verrazano School (P.S. 101K) is proactive in identifying its English Language Learners (ELLs), their needs and appropriate services necessary to aid their success. We currently service 879 students for which 15.59% (137 students) are ELLs. There are four ESL-certified pedagogues who are assigned to work exclusively with this population: Maria Lupo, Margaret McQuade, Jessica Leung Rivera and Grace Siggia. Most ELLs in our school are eligible for ESL services because they scored below the double proficient score on the New York State English as a Second Language Aptitude Test (NYSESLAT). Otherwise, newly enrolled students follow the New York State LEP Identification Process to determine if they are eligible for ESL services at our school.

Families seeking to enroll their child at P.S. 101K are asked what their preferred language of communication is. If it is a language other than English, a licensed pedagogue - either an ESL teacher or Assistant Principal - is called to the office to assist the Pupil Accounting Secretary, Josephine Tartamella, with processing the paperwork. At this time, the parents are given a Home Language Identification Surveys (HLIS) in their native language to complete. The ESL pedagogue or our AP to reviews the HLIS. If the survey dictates that the student's only language is English, he or she enters the general education program. If there is any indication that a student's native language is other than English, then an informal interview with the family is held to determine whether they are eligible to be administered the LAB-R to determine if they will receive English as a Second Language (ESL) services. This interview is conducted in English and the native language by a certified ESL teacher and/or translator. (There are pedagogues or DOE staff who speak the top four languages at our school: Chinese – Mandarin and Cantonese, Spanish, Russian and Arabic. The DOE's translation services are utilized for all other languages.)

Once a second language is identified, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of enrollment. If they are LEP and speak Spanish at home, the child is also administered the Spanish LAB, in order to determine language dominance. For translation purposes, the ESL certified teacher gives this assessment with the help of a Spanish-speaking staff member. LAB-R cut scores, as per the memorandum sent by the Division of Assessment and Accountability, are used to determine if the child is indeed Limited English Proficient (LEP). Students at the proficient level on the LAB-R are not LEP and therefore enter the general education program. If the student scores at the Beginning, Intermediate or Advanced Levels, the student is eligible for ESL services and the parents are notified immediately. They are then guided through the program selection process, as outlined in the following program. If the family was not able to complete this entire process on the day of registration, the parents/guardians are invited to attend a parent orientation or one-on-one meeting within the first 10 days of their child's admit date. Entitlement letters of invitation are distributed in their home language as indicated on the HLIS.

During the parent orientation or one-on-one meeting, the ESL pedagogue explains to the parents their rights to select one of the three programs available through the NYCDOE. They are also educated on their choices by a viewing of the Parent Orientation Video and the ELL Parent Brochure. Afterwards, they are given a Parent Survey and Program Selection Form (PS) to complete. Their child is then placed in a bilingual education, dual language or freestanding ESL program, depending on the parent's selection on the Parent Survey and Program Selection Form.

The people responsible for seeing this ELL Identification Process through are: our ESL providers (Maria Lupo, Margaret McQuade, Jessica Leung Rivera, Grace Siggia); Josephine Tartamella (Pupil Accountant Secretary for the distribution of the HLIS only); and Elisa Kane (Assistant Principal). Other various staff members may provide translation for parent meetings, interviews,

outreach and Spanish LAB administration when necessary.

The following spring, the NYSESLAT is administered to every ELL in the school. If the student scores at the Proficient Level, the student is now a former ELL (F-ELL) and enters the general education program with transitional services for the following two years. If the student scores at the Beginning, Intermediate or Advanced Level, the student is receives continued entitlement until he or she is able to obtain double proficiency in the subsequent years.

2. PS 101 has several structures in place to ensure that parents understand all three ESL program choices. Bilingual staff members serve as translators at the meeting to inform parents of the three programs available throughout the New York City Department of Education: Transitional Bilingual, Dual Language and Freestanding ESL. An administrator and our parent coordinator also attend the meetings to welcome parents and answer questions. At this meeting, attendees are invited to view the Parent Orientation Video in the appropriate language if available and to ask questions about their child's ESL program options. The ELL Parent Brochure is also distributed to help parents fill out the PS in their home language. A minimum of three orientations are scheduled throughout September and early October. ESL pedagogues may also set up individual meetings to work around parent schedules and to ensure that the associated paperwork is completed.

If the parent or guardian is unable to attend the school meetings despite multiple invitations, the ELL Parent Brochure and parent survey are sent home, and the parent coordinator or designated ESL teacher will reach out to the parent over the phone to discuss the three program options and to complete the paperwork. If in the rare case, the parent cannot fill out the PS in a timely manner, the default program selection is recorded as TBE until the PS is received to indicate otherwise as per the CR Part 154.

3. As indicated above, students are tested within 10 days of admittance and parents are notified in their native language of their child's entitlement at registration. If it is impossible to notify the parent at registration, then the official DOE Entitlement letter is sent home in their native language. On the entitlement letter, we have added a tear-off on which parents can indicate which orientation meeting they are attending or whether they need to schedule an individual meeting. At the end of the orientation meeting, parents are given the Parent Survey to complete in their native language if available. We encourage them to fill it out at the orientation, but if in the rare instance they wish to complete it at home, we assign a date and make follow up calls if the PS does not come back. The ESL pedagogue and Parent Coordinator will also reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner.

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

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

For new admits, PS 101 uses the above processes to distribute and collect the Parent Survey and Program Selection Form. The original is placed in the child's cumulative folder while a copy is left in a locked cabinet located in the main office. ESL teachers also make a copy for their own records.

Continued Entitlement Letters are distributed in both English and the child's native language to the parents. At PS 101, we print these letters with a tear-off for parents to sign and return so that we can be sure that they have received them. These slips are collected by the ESL pedagogue and attached to the child's HLIS in their CUMs. If the Continued Entitlement Letters or the PSs are not returned after the initial distribution, they are reissued and phone calls are made. Again, the ESL pedagogue and Parent Coordinator will also reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner.

To insure that nothing is amiss, every ESL pedagogue is required to maintain an HLIS-Placement Binder Checklist that indicates what documents they have or have yet to receive. This list helps our staff ensure all paperwork is in order.

4. When parents/guardians have completed the Parent Survey, the program requests are counted. (All PSs are distributed in the child's native language when available, or otherwise in English with a translator on hand.) In the rare instance that a PS is not returned, then the default program for this ELL is Transitional Bilingual Education (TBE) as per CR Part 154. If there are not enough students (15 in two continuous grades) to initiate a Transitional Bilingual or Dual class, then and only then is the parent/guardian given a choice of having their child bussed to another school that fulfills their request. The Parent Coordinator assists the parent/guardian in choosing the desired setting. Either an on-staff translator or the NYC DOE's translation services are utilized to assist the parent/guardian in making this choice. If the parent decides to not enroll in another school and to stay at PS 101, their decision and the date it was made are documented in writing on the parent survey and the choice is recorded as a rejected transfer on the BESIS.

Our ELL numbers are gathered from the aforementioned PSs and the prior school year's NYSESLAT scores. At the of time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st and 2nd graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. Throughout the registration and orientation process, parents are able to meet their child's ESL teacher at least once prior to ESL class enrollment.

5. Typically, parents and guardians at P.S.101 request Freestanding English as Second Language program model. This year, we have 40 new admits. Their program selections are as follows: 38 Freestanding ESL, 1 TBE, and 1 for Dual Language. Those who have yet to respond are included with the TBE tally since CR Part 154 mandates that the default program for ELLs be such. For the 2010-2011 school year, 43 of 46 parent surveys denoted Freestanding ESL as their first choice while 3 had Transitional Bilingual Education written down, and 1 had Dual Language selected. For the 2009-2010 school year, 29 of 31 surveys indicated Freestanding ESL as their first choice while the last 4 surveys had Transitional Bilingual Education selected. As for students who receive continued entitlement as per the NYSESLAT, letters in English and the native language are sent home to parents/guardians to inform them of their child's status and scores. Historically, parents have not requested a change their child's program since continuity in program placement is stressed in the letter.

6. PS 101 has chosen to implement the Freestanding ESL (Pull-Out/Push In) program model in order to comply with parent requests for this program. Moreover, our school does not have the necessary numbers to establish a bilingual program; there are less than 15 PSs from two continuous grades that indicate TBE as their first choice. However, if parents do decide to have their child remain at PS 101 despite selecting TBE, their decision is documented on their PSs. On the BESIS, they are recorded as having rejected a transfer. All PSs that indicate a program other than Freestanding ESL are kept in their own folder in the office so that if our numbers do meet the TBE requirements, we will have the paperwork ready.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	131	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	131	0	23	6	0	2	0	0	0	137
Total	131	0	23	6	0	2	0	0	0	137

Number of ELLs in a TBE program who are in alternate placement: 11

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	6	4	8	7	4	0	0	0	0	0	0	0	40
Chinese	10	10	11	3	5	6	0	0	0	0	0	0	0	45
Russian	3	2	4	1	5	1	0	0	0	0	0	0	0	16
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	2	4	1	0	2	1	0	0	0	0	0	0	0	10
Arabic	1	2	3	3	3	0	0	0	0	0	0	0	0	12
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	1	3	0	1	0	0	0	0	0	0	0	0	5
Other	2	3	0	2	1	1	0	0	0	0	0	0	0	9
TOTAL	29	28	26	17	24	13	0	137						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a&b. Instruction at PS 101K is delivered by four ESL-certified teachers through the Freestanding ESL organizational model, and thereafter the Pull-Out/Push-In program model. At the of time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st and 2nd graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. For each grade with the exception of 1st grade, at least one class is serviced via Push In. PS 101 recognizes the benefits of this model over the Pull Out program and will be rolling out even more support for this program model in the following year. The only reason there are not more Push In classes this school year is because our ELLs are spread over too many classes to service efficiently.

While PS 101 is careful to use flexible grouping in order to best serve its ELL population, students are likely to be organized homogenously as a result of their NYSESLAT proficiency levels. Moreover, third through fifth grade employs a streaming model for their literacy block in which every child for a specific period of the day is assigned a small group classroom to work on a predetermined skill set. ELLs are assigned to their ESL teachers for this special literacy block. While a majority of the classes for our students follow the pull-out model, we have been able to implement at least push-in class for each grade excluding first grade (due to their numbers). This push-in class typically services the beginner & intermediate students of their respective grade levels. There are some exceptions and flexibility depending on the situation: groups from continuous grades may be combined; beginner and intermediate level students may find themselves working together; newcomers may receive extra sessions targeting their unique needs; and students who are making extraordinary progress may be bumped up to another group, or vice versa to best meet their needs. It is our school's aim to differentiate instruction for the students according to our data.

A. Programming and Scheduling Information

2&2a. Our staff is organized to ensure that the mandated number of instructional minutes is delivered within our ESL program according to their proficiency levels. At the time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st and 2nd graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. After the identification of our ELL population is completed at the beginning of the school year, the ESL staff systematically organizes their schedules to make certain that all beginning and intermediate students are serviced for 360 minutes per week and that all advanced students are serviced 180 minutes per week as per CR Part 154 mandate. Each ESL teacher can supply up to twenty-nine 45-minute blocks per week. With four ESL teachers, we can provide up to 116 periods/5,220 minutes of instruction a day. To meet the above mandates, 2011-2012 teacher schedules occupy 104 periods with some room for newcomer groups, other enrichment programs and/or responsibilities.

3. Just as the program model at PS 101K is specifically tailored for each group and level, grade-appropriate content area instruction is integrated into our ESL lessons. This effort cements academic rigor into our curriculum, and ensures that we amplify, not simplify, our instruction and that our program helps accelerate ELL learning so that they may achieve academic success.

Although the language of instruction is English, students may use both English and their native language to work out their understanding of content area subject matter. (This effort is to ensure that we integrate at least 25% of instructional time to native language support as required by ESL federal and state mandates.) Whenever possible, the ESL teacher focuses on domain-specific language and vocabulary and their nuances (i.e. math – add, sum, increase by) in order to facilitate understanding in math, science, social studies and the English language arts. Students are also given a bilingual dictionary if they literate in their first language, and they are taught to use the bilingual glossaries provided by the NYS Office of Bilingual Education and Foreign Language Studies. To better align ESL instruction with content area instruction, curriculum maps are distributed and discussed during teacher articulation periods.

Additionally, research-based ESL methodologies and instructional strategies are applied in accordance to the new academic Common Core Standards. Explicit academic language amplification, juicy text initiatives, deconstructing and reconstructing sentences, analyzing figurative language, small group instruction, and literacy streaming blocks are just a few of the instructional approaches and methods we use at our school to help make content comprehensible to enrich language development. In addition, we employ well-researched strategies to help make learning real. These include sentence starters during writing and dialogue; use of manipulatives, photographs and videos to both teach and allow students to demonstrate their knowledge; project-based assessments; and personally created dictionaries. Every ESL teacher is also equipped to track and analyze data so that they can make use of the information presented to them when comparing trends in the NYSESLAT, ECLAS2, the ELL Interim Assessments, Fluency, DORA and Acuity testing.

4. ELLs are evaluated in the native languages when appropriate and available. If the child becomes LEP as per the LAB-R results and speaks Spanish at home, an ESL pedagogue and a translator administer the Spanish Lab. If a pedagogue or staff member is on hand that speaks the same home language as the child, that person will speak with the child to informally assess their knowledge of the native language and welcome them to our school. In this way, that child have knowledge of who speaks their language in the school should a need arise. During state exams, translated versions of the tests are made available to Chinese-, Spanish- and Russian-speaking ELLs. ELLs are encouraged to write their responses in their native languages if it is more comfortable for them. Bilingual glossaries are printed out in the languages made available by the DOE testing website and distributed as well.

5. Differentiated instruction is based on the results of the LAB-R, NYSESLAT, Interim Assessments, eCLAS-2, DORA and any other formal or informal assessments conducted by the ESL and classroom teacher. ESL providers apply the appropriate teaching techniques depending on level and ability of each student.

5a. At the time of this writing, PS 101 does not have any SIFE students enrolled our school. However, SIFE students would be provided with extra support within the mainstream classrooms and ESL program. ESL providers and classroom teachers create special goals for each student and monitor his or her progress along the language continuum. Depending on the child, they may also focus on teaching the SIFE student socialization skills so that they may adapt more comfortably to the American school environment. During class time, differentiation occurs in the process, product and content. For instance, ESL providers use the SMART Board to provide visual support for more difficult concepts in a highly engaging manner. Homework assignments are tailored to their readiness levels. Reading and math club teachers may pick them up to increase their time spent in smaller group settings. Buddies and heterogeneous grouping may be used to facilitate learning. Furthermore, SIFE students are encouraged to enroll in morning and afterschool programs to help them log in more time spent learning.

5b. Newcomers are identified as ELLs who have spent three years or less in the NYS school system. Typically, they arrive with extremely

A. Programming and Scheduling Information

limited literacy skills (according to their LAB-R results) and need targeted instruction in phonemic awareness and decoding. Both the ESL provider and classroom teacher use the Orton-Gillingham approach to meet this need. Furthermore, vocabulary and content area instruction starts immediately since research proves that students do not need to be able to read or write fluently prior to learning the subject matter. This is especially important since ELLs receive only one grace year prior to taking the ELA, and ESL providers must therefore consciously work with the student to ensure that they have necessary skills to be successful on the ELA within two years. Where possible, test language is used during the regular school day to help familiarize students with the jargon.

c. ELLs receiving service four to six years are analyzed for the language modality in which they are weak in and may then be targeted with Academic Intervention Services (AIS). Phonics instruction, academic language, comprehension, grammar and writing skills are provided in small group instruction during Extended Day. These students are also encouraged to attend the 21st Century After-School programs that review skills in reading and math in preparation for state exams.

d. Long-Term ELLs who have completed 6 years or more would receive AIS. However, PS 101K currently does not have any student that fits this population.

6&7. For each ELL identified with special needs (ELL-SWD), ESL providers meet with Regular Ed, Special Ed, and SETTS providers to discuss the goals and modifications on the individualized educational plan (IEP). We check to make certain that the language goals are on the plan are rigorous, but attainable. Since these students are expected to take the state exam at their grade level, the ELL teacher will work in conjunction with their classroom teacher to help modify grade level materials in each of the content areas to fit their needs. Student goals come to fruition through deliberate efforts to differentiate every lesson and project according to their needs. Our school is also in the initial stages of implementing the universal design for learning (UDL) model in our school. This model incorporates planning elements

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The targeted intervention programs at PS 101K for ELLs are as follows:

- Double Proficient ELLs Morning Support Program: See number 2 below for a detailed description.
- Literacy Streaming Block: Every student in the 3rd and 4th grade is streamed depending on their ELA scores or ESL status. The lessons taught during this period are designed to help build students' understanding of the unit in Reading Streets being taught during regular class time. In third grade, Beginner and intermediate ELLs are serviced through Push In Model for two periods everyday. In 4th grade, ELLs are too numerous for a Push In to be viable and are serviced through a Pull Out program during this period.
- Departmentalization: Every 5th grader is serviced through this method. Two fifth grade teachers have been assigned control of the ELA program, while the other 2 fifth grade teachers conduct the Math program. Classes are switched around second through 5 period so that every student receives 2 periods of ELA and 2 periods of Math instruction every day. This method allows teachers to specialize in one of two areas so that they may better meet the needs of the fifth graders. It also means that the entire fifth grade staff becomes responsible for the entire fifth grade roster and so teachers will be more deeply invested in success all student achievement. The 2011-2012 school year is the first time we are piloting this program. The ESL pedagogue services 5th grade ELLs through a combination of Push In and Pull Out to meet the mandated minutes of ESL instruction.
- Newcomer After School Program: ELLs who have received less than 2 years of ESL services are invited to this after school program which provides intensive instruction in the foundations of the English language. This includes but is certainly not limited to phonics, decoding, oral expression and sight words.
- 21st Century After School Program: All students in grades 3-5 are encouraged to participate in this program. Students attend this program Monday to Thursday from 3:30 – 5:05 PM. On Mondays and Tuesdays, they receive 90 minutes of targeted instruction in preparation of the state examinations. Teachers review content area material with a focus on language development skills and test-taking strategies. On Wednesdays and Thursdays, students take part in extracurricular activities, such as yoga, martial arts, dancing, etc. These enrichment activities are wonderful for building students' background knowledge and socialization skills. Students are grouped by grade or special needs.
- Math Club: Since success on the Math State Exam is reliant on students' reading comprehension skills, ELLs may join Mrs. Rose Brocato for her Math Club by teacher recommendation. In this program, she focuses on developing problem-solving skills and understanding of the domain-specific language used in this content area.

9. Continual transitional support is granted to ELLs reaching proficiency on the NYSESLAT through the Double Proficient ELLs Morning Support Program. This program takes place Monday to Thursday from 7:20 to 8:20 AM, and all ELLs who obtain this status within the past two years are provided transitional support in language development areas to help facilitate academic success in the mainstream classroom. Our newly proficient F-ELLs tend to be weak in the reading or writing modalities, and so the program is held to target these language areas; students are divided into a reading or writing group depending their assessments. Authentic text and advanced comprehension skills are emphasized. The Four Squares Writing Method is used to help improve our students' mastery of the writing process. In addition, former ELLs continue to receive testing modifications, as per NYS Testing Regulations, for 2 years after reaching proficiency on NYSESLAT.

10. New programs available to students for the 2011-2012 school year are as follows:

- The Four Squares Writing Cluster: This year, we have enlisted a second writing cluster teacher to travel to every classroom for focused writing instruction. Ms. Clarissa Cigliano works with 3rd, 4th and 5th graders. Mrs. Andrea Blacker services kindergarten, 1st and 2nd grades. With the Four Squares Methods, students learn a systematic method to producing quality pieces of writing through the use of graphic organizers, teacher models and conferencing. This year, we have also structured the writing program so that the entire school will

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

Not applicable.

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. At PS 101K, we strive to maintain high standards for our students and our teachers. Part of this effort includes sending our staff members to a multitude of professional developments (PD) that are designed to help ELLs succeed in the academic setting.
 - o Data Inquiry Team Meetings are currently focused on improving its ELL academic performance on state exams. Members meet to discuss strategies, groups, share data and build a plan centered on grade 3 to 5 ELLs.
 - o Common Core & Curriculum Mapping PDs ensure that consistency and continuity in instruction exists throughout the school. Changes to curriculums are addressed at this time and representatives from the curriculum's organization may be brought into these meetings for training.
 - o To ensure that the Orton-Gillingham Approach is uniformly applied throughout the grades, Ann Edwards pays the school a visit every other week to work with individual teachers in the classroom. The mentoring sessions helps teachers and ESL provides infuse their lessons and flow of the day with the methods and strategies for phonics and decoding. She has been invited again to visit classrooms to demonstrates the skills in realtime to students. This year she is working intensely with the third grade classroom teachers to ensure continuity since early childhood teachers are now actively incorporated the approach into their classrooms.
 - o Technology PDs are hosted periodically throughout the year to help teachers build engaging and interactive lessons. The technology helps ELLs learn new and difficult concepts more quickly and effectively. Technology PDs to be hosted will include Prezi, SMART Response, Jing, Show Me, etc.
 - o Mentoring and/or Peer Review may be used by educators to help improve on their instruction practices. Teachers meet for a pre-observation to discuss the goals for improvement, observe one another, and then meet again for a post-observation conference that can reveals strengths, weaknesses and next steps.
 - o Other PDs have been arranged for the coming school year to be held by in-school experts and Network personnel, including Depth of Knowledge, Working Memory, Decoding the ELA and Math exams, etc.
2. Our staff is provided with on-going PDs to assist ELLs as they transition from elementary to middle school. Through the years, 5th grade teachers have built a hub of resources that focuses on the middle school experience; they include workshops, field visits, pamphlets and websites. These same resources can also be passed onto their students to help them find a suitable school. PDs in Core Curriculum and Content Mapping help maintain continuity and rigor in the both the lessons and expectations of its graduating ELL population, so that they will arrive in 6th grade equipped and well-prepared academically.
3. Non-ESL staff members participate in school-based and Child's First Network PDs. Since our school supports a very prominent ELL and F-ELL population, many of these PDs focus on making academic language more comprehensible and accessible by students. PDs are multi-year and on-going, and so our all of our staff members definitely meet the 7.5 hours of ELL training for staff who work with general education ELLs and 10 hours for staff working with special education ELLs. The ESL staff will also be hosting workshops to train classroom teachers on ESL techniques to help make content more accessible to their ELLs. Copies of agendas and sign in sheets are maintained in the main office.

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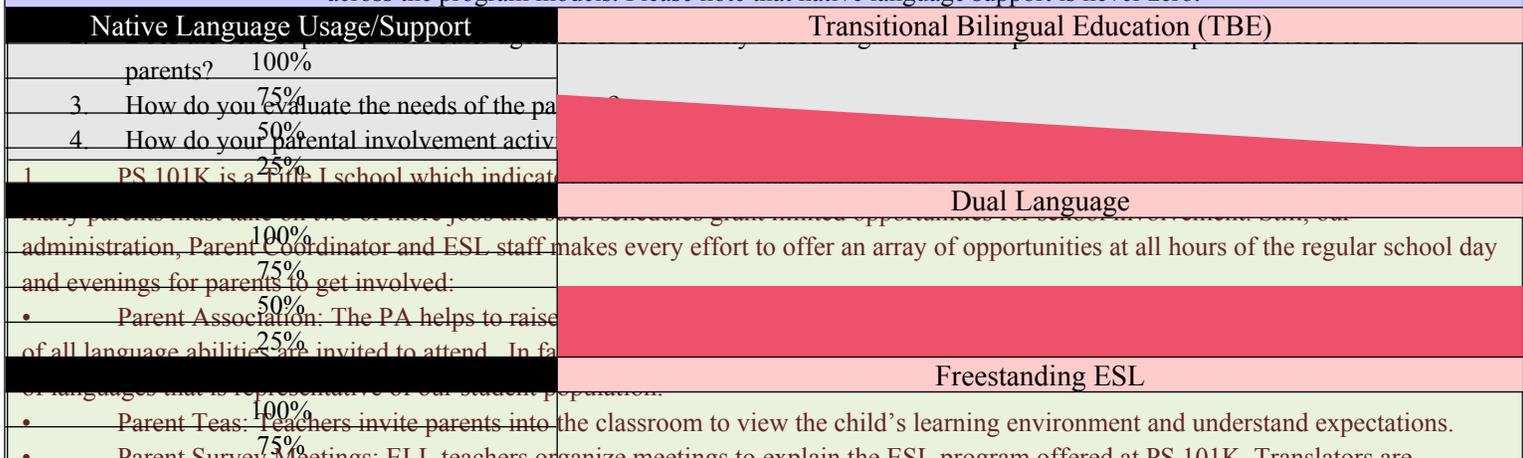
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Native Language Usage and Supports

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



E. Parental Involvement

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

1. PS 101K is a Title I school which indicates that many of our parents fall below the federal poverty level. To make ends meet, many parents must take on two or more jobs and such schedules grant limited opportunities for school involvement. Still, our administration, Parent Coordinator and ESL staff makes every effort to offer an array of opportunities at all hours of the regular school day and evenings for parents to get involved:

- Parent Association: The PA helps to raise funds to support academic achievement by enriching the learning environment. Parents of all language abilities are invited to attend. In fact, parents who have chosen to take part in this wonderful association speak a multitude of languages that is representative of our student population.
- Parent Teas: Teachers invite parents into the classroom to view the child's learning environment and understand expectations.
- Parent Survey Meetings: ELL teachers organize meetings to explain the ESL program offered at PS 101K. Translators are available and the Parent Orientation Video is shown in their native language.
- Back-to-School Night: The PTA and the administration organizes a night of events twice a year for parents meet their child's teacher, visit the classroom and view the work going on in schools.
- Family Nights: PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Meet-and-Greets, etc.
- Field Trips: Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers.
- Homework Help Workshop: A teacher volunteer, typically the literacy coach, leads this workshop to instruct parents on how they can help their child complete their homework even if they feel like they are not knowledgeable of the subject areas.
- Application for Middle School Workshop: Translators are typically on hand to help parents and children negotiate applications.
- Student of the Month Assemblies: Our school selects students to honor them for their hard work and dedication once a month. For them, a unique assembly is held in the evening so that the school and parents can celebrate their achievement together.
- School Assemblies: A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Holiday Show, Drama Play, Recitals, Circus Arts, Halloween Parade, 25 Book Campaign, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its translatable website (www.ps101verrazano.com) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Of course, this is in addition to individual teacher phone calls.

2. P.S.101 partner with various community based organizations to provide workshops and other opportunities for both mainstream and ELL parents. When we receive a reservation for a workshop from a parent who speaks another language, we try to bring in a volunteer to translate. They include:

- Intro to Pre-K Fingerprinting (provided by The Cavallaro Intermediate School – IS281)
- Fire Safety (arranged with the local Fire Department)
- Learning Leaders: This organization provides is a four series workshop which includes storytelling and book making, write from the start, math skills (addition and subtraction), and family literacy.
- Dental Hygiene: A parent volunteer is a dental hygienist and she runs the workshop in conjunction with our parent coordinator.
- Fair Housing (in conjunction with Brooklyn Housing Non-for-Profit): This organization hosts workshops to explain the rules and regulations of NYC's various building laws and codes.
- English Language Learner Conference (provided by the NYC DOE): This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc. A flyer of this conference is distributed to all students since many of our students are ELLs or were former ELLs.
- CPR Training Unit (provided by the NYC Fire Department's CPR Unit): This workshop does not certify parents but does equip them with the procedures in case there is an emergency.
- 21st Century Leadership Workshops: This organization entitles our school to several workshops that are very helpful and rewarding for our parents and their families. They may include Job Trio (resume writing, job search resources, and interviewing), Family Talk (communicating effectively with your child's school), empowerment and motivation of your child, anti-bullying, free family fun, etc. They vary year-to-year.

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- Cooperative Extension Workshops with Cornell University (8 sessions on health & nutrition)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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8. The targeted intervention programs at PS 101K for ELLs are as follows:

- Double Proficient ELLs Morning Support Program: See number 2 below for a detailed description.
- Literacy Streaming Block: Every student in the 3rd and 4th grade is streamed depending on their ELA scores or ESL status. The lessons taught during this period are designed to help build students' understanding of the unit in Reading Streets being taught during regular class time. In third grade, Beginner and intermediate ELLs are serviced through Push In Model for two periods everyday. In 4th grade, ELLs are too numerous for a Push In to be viable and are serviced through a Pull Out program during this period.
- Departmentalization: Every 5th grader is serviced through this method. Two fifth grade teachers have been assigned control of the ELA program, while the other 2 fifth grade teachers conduct the Math program. Classes are switched around second through 5 period so that every student receives 2 periods of ELA and 2 periods of Math instruction every day. This method allows teachers to specialize in one of two areas so that they may better meet the needs of the fifth graders. It also means that the entire fifth grade staff becomes responsible for the entire fifth grade roster and so teachers will be more deeply invested in success all student achievement. The 2011-2012 school year is the first time we are piloting this program. The ESL pedagogue services 5th grade ELLs through a combination of Push In and Pull Out to meet the mandated minutes of ESL instruction.
- Newcomer After School Program: ELLs who have received less than 2 years of ESL services are invited to this after school program which provides intensive instruction in the foundations of the English language. This includes but is certainly not limited to phonics, decoding, oral expression and sight words.
- 21st Century After School Program: All students in grades 3-5 are encouraged to participate in this program. Students attend this program Monday to Thursday from 3:30 – 5:05 PM. On Mondays and Tuesdays, they receive 90 minutes of targeted instruction in preparation of the state examinations. Teachers review content area material with a focus on language development skills and test-taking strategies. On Wednesdays and Thursdays, students take part in extracurricular activities, such as yoga, martial arts, dancing, etc. These enrichment activities are wonderful for building students' background knowledge and socialization skills. Students are grouped by grade or special needs.
- Math Club: Since success on the Math State Exam is reliant on students' reading comprehension skills, ELLs may join Mrs. Rose Brocato for her Math Club by teacher recommendation. In this program, she focuses on developing problem-solving skills and understanding of the domain-specific language used in this content area.

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C. Schools with Dual Language Programs

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

Not applicable.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ELCAS-2, DORA, ARIS and Reading Streets are used when assessing early literacy skills of our ELLs. The data collected is used to analyze and group student weaknesses and strengths. These assessments provide data that is essential to our school's instructional plan as it helps us guide the goals for each individual student and reveals the weaknesses for which support is necessary. The data provides numerous insights.

As expected, all of our ELL newcomers are weak in making sound-symbol connections, understanding reading conventions, blending and decoding. In grades K and 1, students show a mastery of letters and sound recognition after just one year of service. However, they are sometimes weak when it comes to segmenting, decoding and oral expression. The Advanced group shows there is mastery in decoding but a weakness in spelling and vocabulary. Grade 2 through 5 beginner and intermediates need development in the four language areas as is to be expected. Grade 2 advanced has weaknesses in vocabulary and comprehension. Grade 3 advanced has weaknesses in spelling and writing. The 4th and 5th grade beginner and intermediates, while needing help in the four language areas, have demonstrated mastery in BICS and letter to sound recognition. The advance groups have mastered their phonetic abilities but need more help in vocabulary, reading comprehension and writing. As ELLs move up in grades, it is also clear that they may not achieve 3s on their state exams as easily as in 3rd grade. While our upper grade ELLs may be seemingly weak in performance, it is important to remember that many ELLs have tested out through the years. Those who need targeted interventions and our best efforts are ELLs in their 2nd and 3rd year of ESL. Many of our students struggle with the ELA in the upper grades. This is an indication that we need to work harder in helping ELLs dissect and comprehend the state exam.

The above information helps to inform our school's instructional plan. The Orton-Gillingham Approach, small group instruction and direct vocabulary instruction helps provide reinforcement for these skills and is a key piece of our instructional plan when data indication shows high numbers reflecting weakness. We also apply vigorous exposure to authentic texts and academic language strategies, while working to improve their writing skills. Our ELL population has shown improvement with these strands when using the above techniques and approaches to help focus individuals on making improvements. This year we have taken another step in aligning ESL instruction with class instruction by providing many of our classes with the push-in model as opposed to the pull-out model. We will also take a closer look at the ELA and math exams by studying them more closely through professional developments and changing our test strategies.

2. The data reveals several patterns across the proficiency levels and grades on the LAB-R and NYSESLAT.

- Our population is incredibly heterogeneous in regards to their language abilities. While there may be a dominant proficiency level group in a grade, there is a lot of movement across grades. In a separate analysis conducted on our initiative (and attached to the end of this document), we saw that an average of 72% of our students move up at least one fluency level, and an average of 32% test out per grade in the 2011 NYSESLAT. This indicates that our ELLs' needs change as they move up through the years; we must continually check the data to be sure that our lesson plans accurately reflect their ever-evolving needs.

- Almost half of our total students tested into the Advanced level last year. These students will need more intensive instruction in

Additional Information

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

An additional chart discussing our school's NYSESLAT 2011 results is attached.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. At PS 101K, we strive to maintain high standards for our students and our teachers. Part of this effort includes sending our staff members to a multitude of professional developments (PD) that are designed to help ELLs succeed in the academic setting.
 - o Data Inquiry Team Meetings are currently focused on improving its ELL academic performance on state exams. Members meet to discuss strategies, groups, share data and build a plan centered on grade 3 to 5 ELLs.
 - o Common Core & Curriculum Mapping PDs ensure that consistency and continuity in instruction exists throughout the school. Changes to curriculums are addressed at this time and representatives from the curriculum's organization may be brought into these meetings for training.
 - o To ensure that the Orton-Gillingham Approach is uniformly applied throughout the grades, Ann Edwards pays the school a visit every other week to work with individual teachers in the classroom. The mentoring sessions helps teachers and ESL provides infuse their lessons and flow of the day with the methods and strategies for phonics and decoding. She has been invited again to visit classrooms to demonstrates the skills in realtime to students. This year she is working intensely with the third grade classroom teachers to ensure continuity since early childhood teachers are now actively incorporated the approach into their classrooms.
 - o Technology PDs are hosted periodically throughout the year to help teachers build engaging and interactive lessons. The technology helps ELLs learn new and difficult concepts more quickly and effectively. Technology PDs to be hosted will include Prezi, SMART Response, Jing, Show Me, etc.
 - o Mentoring and/or Peer Review may be used by educators to help improve on their instruction practices. Teachers meet for a pre-observation to discuss the goals for improvement, observe one another, and then meet again for a post-observation conference that can reveals strengths, weaknesses and next steps.
 - o Other PDs have been arranged for the coming school year to be held by in-school experts and Network personnel, including Depth of Knowledge, Working Memory, Decoding the ELA and Math exams, etc.
2. Our staff is provided with on-going PDs to assist ELLs as they transition from elementary to middle school. Through the years, 5th grade teachers have built a hub of resources that focuses on the middle school experience; they include workshops, field visits, pamphlets and websites. These same resources can also be passed onto their students to help them find a suitable school. PDs in Core Curriculum and Content Mapping help maintain continuity and rigor in the both the lessons and expectations of its graduating ELL population, so that they will arrive in 6th grade equipped and well-prepared academically.
3. Non-ESL staff members participate in school-based and Child's First Network PDs. Since our school supports a very prominent ELL and F-ELL population, many of these PDs focus on making academic language more comprehensible and accessible by students. PDs are multi-year and on-going, and so our all of our staff members definitely meet the 7.5 hours of ELL training for staff who work with general education ELLs and 10 hours for staff working with special education ELLs. The ESL staff will also be hosting workshops to train classroom teachers on ESL techniques to help make content more accessible to their ELLs. Copies of agendas and sign in sheets are maintained in the main office.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. PS 101K is a Title I school which indicates that many of our parents fall below the federal poverty level. To make ends meet, many parents must take on two or more jobs and such schedules grant limited opportunities for school involvement. Still, our administration, Parent Coordinator and ESL staff makes every effort to offer an array of opportunities at all hours of the regular school day and evenings for parents to get involved:

- Parent Association: The PA helps to raise funds to support academic achievement by enriching the learning environment. Parents of all language abilities are invited to attend. In fact, parents who have chosen to take part in this wonderful association speak a multitude of languages that is representative of our student population.
- Parent Teas: Teachers invite parents into the classroom to view the child's learning environment and understand expectations.
- Parent Survey Meetings: ELL teachers organize meetings to explain the ESL program offered at PS 101K. Translators are available and the Parent Orientation Video is shown in their native language.
- Back-to-School Night: The PTA and the administration organizes a night of events twice a year for parents meet their child's teacher, visit the classroom and view the work going on in schools.
- Family Nights: PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Meet-and-Greets, etc.
- Field Trips: Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers.
- Homework Help Workshop: A teacher volunteer, typically the literacy coach, leads this workshop to instruct parents on how they can help their child complete their homework even if they feel like they are not knowledge of the subject areas.
- Application for Middle School Workshop: Translators are typically on hand to help parents and children negotiate applications.
- Student of the Month Assemblies: Our school selects students to honor them for their hard work and dedication once a month. For them, a unique assembly is held in the evening so that the school and parents can celebrate their achievement together.
- School Assemblies: A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Holiday Show, Drama Play, Recitals, Circus Arts, Halloween Parade, 25 Book Campaign, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its translatable website (www.ps101verrazano.com) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Of course, this is in addition to individual teacher phone calls.

2. P.S.101 partner with various community based organizations to provide workshops and other opportunities for both mainstream and ELL parents. When we receive a reservation for a workshop from a parent who speaks another language, we try to bring in a volunteer to translate. They include:

- Intro to Pre-K Fingerprinting (provided by The Cavallaro Intermediate School – IS281)
- Fire Safety (arranged with the local Fire Department)
- Learning Leaders: This organization provides is a four series workshop which includes storytelling and book making, write from the start, math skills (addition and subtraction), and family literacy.
- Dental Hygiene: A parent volunteer is a dental hygienist and she runs the workshop in conjunction with out parent coordinator.
- Fair Housing (in conjunction with Brooklyn Housing Non-for-Profit): This organization hosts workshops to explain the rules and regulations of NYC's various building laws and codes.
- English Language Learner Conference (provided by the NYC DOE): This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc. A flyer of this conference is distributed to all students since many of our students are ELLs or were former ELLs.
- CPR Training Unit (provided by the NYC Fire Department's CPR Unit): This workshop does not certify parents but does equip them with the procedures in case there is an emergency.
- 21st Century Leadership Workshops: This organization entitles our school to several workshops that are very helpful and rewarding for our parents and their families. They may include Job Trio (resume writing, job search resources, and interviewing), Family Talk (communicating effectively with your child's school), empowerment and motivation of your child, anti-bullying, free family fun, etc. They vary year-to-year.

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- Cooperative Extension Workshops with Cornell University (8 sessions on health & nutrition)

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	6	2	5	2	2	0	0	0	0	0	0	0	22
Intermediate(I)	10	4	7	7	3	3	0	0	0	0	0	0	0	34
Advanced (A)	13	12	6	8	7	4	0	0	0	0	0	0	0	50
Total	28	22	15	20	12	9	0	0	0	0	0	0	0	106

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	1	0	0	0	0	0	0	0	0	0
	I	7	4	0	1	0	4	0	0	0	0	0	0	0
	A	18	12	8	11	4	1	0	0	0	0	0	0	0
	P	13	19	10	21	20	9	0	0	0	0	0	0	0
READING/ WRITING	B	5	6	2	5	2	2	0	0	0	0	0	0	0
	I	9	4	7	7	3	3	0	0	0	0	0	0	0
	A	8	8	6	7	7	4	0	0	0	0	0	0	0
	P	16	17	3	15	12	5	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	9	10	0	25
4	9	8	6	0	23
5	2	9	0	0	11
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	5	8	4	9	1	1	33
4	4	1	5	3	2	10	0	2	27

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	1	6	1	0	4	0	1	15
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	1	2	6	10	1	2	27
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. ELCAS-2, DORA, ARIS and Reading Streets are used when assessing early literacy skills of our ELLs. The data collected is used to analyze and group student weaknesses and strengths. These assessments provide data that is essential to our school's instructional plan as it helps us guide the goals for each individual student and reveals the weaknesses for which support is necessary. The data provides numerous insights.

As expected, all of our ELL newcomers are weak in making sound-symbol connections, understanding reading conventions, blending and decoding. In grades K and 1, students show a mastery of letters and sound recognition after just one year of service. However, they are sometimes weak when it comes to segmenting, decoding and oral expression. The Advanced group shows there is mastery in decoding but a weakness in spelling and vocabulary. Grade 2 through 5 beginner and intermediates need development in the four language areas as is to be expected. Grade 2 advanced has weaknesses in vocabulary and comprehension. Grade 3 advanced has weaknesses in spelling and writing. The 4th and 5th grade beginner and intermediates, while needing help in the four language areas, have demonstrated mastery in BICS and letter to sound recognition. The advance groups have mastered their phonetic abilities but need more help in vocabulary, reading comprehension and writing. As ELLs move up in grades, it is also clear that they may not achieve 3s on their state exams as easily as in 3rd grade. While our upper grade ELLs may be seemingly weak in performance, it is important to remember that many ELLs have tested out through the years. Those who need targeted interventions and our best efforts are ELLs in their 2nd and 3rd year of ESL. Many of our students struggle with the ELA in the upper grades. This is an indication that we need to work harder in helping ELLs dissect and comprehend the state exam.

The above information helps to inform our school's instructional plan. The Orton-Gillingham Approach, small group instruction and direct vocabulary instruction helps provide reinforcement for these skills and is a key piece of our instructional plan when data indication shows high numbers reflecting weakness. We also apply vigorous exposure to authentic texts and academic language strategies, while working to improve their writing skills. Our ELL population has shown improvement with these strands when using the above techniques and approaches to help focus individuals on making improvements. This year we have taken another step in aligning ESL instruction with class instruction by providing many of our classes with the push-in model as opposed to the pull-out model. We will also take a closer look at the ELA and math exams by studying them more closely through professional developments and changing our test strategies.

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Additional Information

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An additional chart discussing our school's NYSESLAT 2011 results is attached.

Part VI: LAP Assurances

School Name: The Verrazano School		School DBN: 21K101	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregg Korrol	Principal		10/31/11
Elisa Kane	Assistant Principal		10/31/11
Margaret Lloyd	Parent Coordinator		10/31/11
Jessica Leung Rivera	ESL Teacher		10/31/11
	Parent		
Maria Lupo/ESL	Teacher/Subject Area		10/31/11
Margaret McQuade	Teacher/Subject Area		10/31/11
Lisa Cannatella	Coach		10/31/11
Rose Brocato	Coach		10/31/11
	Guidance Counselor		
	Network Leader		
Grace Siggia	Other <u>ESL</u>		10/31/11
Kevin Damiano	Other <u>Related Service</u>		10/31/11
Neal Willner	Other <u>Psychologist</u>		10/31/11
Patricia Percaccio	Other <u>Dean</u>		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K101 **School Name:** The Verrazano School

Cluster: 06 **Network:** CFN 605

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

Part A: Needs Assessment Findings

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

PS 101K tracks its student population via generated reports on ATS and ARIS. Since of over 80% our parent population speaks a language other than English at home, providing parents with appropriate and timely information in a language they can understand is a priority for our school. To verify the exact language and dialect of preferred contact, a survey is distributed at the beginning of every school year. It is distributed and recollected from parents within 30 days of the first day of the school year, or within 30 days of student enrollment. Any changes are noted immediately in ATS. Additionally, blue cards have a place for parents to record their preferred language of written and oral communication. Copies of both the survey and blue card of every child are kept securely in the classroom, in the main office and by the nurse. Every teacher, administrator and related service providers has access to this information when necessary.

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

PS 101 tracks its student population through ATS and ARIS. Our data indicates that 15.6% of the student population are ELLs that are actively receiving services while over 80% of our student population's parents speak a language other than English at home. To verify the exact language and dialect of preferred contact (written or oral), a survey is distributed at the beginning of every school year. Additionally, blue cards have a place for parents to record their preferred language of written and oral communication. Copies of both the survey and blue card of every child are kept securely in the classroom, main office and nurse's office. Every teacher, administrator and related service providers has access to this information when necessary. Parents are notified of our school's and the DOE's available translation services and covered languages through a letter sent home and a posting at our main entrance.

Part B: Strategies and Activities

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

We utilize the School Messenger notification system as our platform to connect with parents by voice, text messages and even email. The program offers instant translation of our messages in over 50 languages. These parent preferences for language are inputted in excel format of reports generated from ATS. For written notices, PS 101 utilizes the Translation and Interpretation Unit to provide us with translated versions to stapled to the original and sent home. A digital versions of English notices are made available on our school website (<http://www.ps101verrazano.com>) immediately after publication. These memos are then linked to online translation services such as Babel Fish (<http://babelfish.yahoo.com>) or Google Translate (<http://translate.google.com>) to make them accessible to our non-English speaking parents. Our assistant principal, pupil accountant secretary and parent coordinator are in charge of engaging the translation office for such requests. On occasion, we ask our bilingual staff members to translate notices when necessary. If teachers have unique classroom notices to be sent home, they likewise contact the Translation Unit for support. Parents are also encouraged to visit the school if there are any questions or concerns. At such occasions, translators are made available to accompany the parent. Our staff is capable of speaking the top four languages of our parent population: Chinese (Mandarin and Cantonese), Spanish, Arabic and Russian.

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

Parents are always encouraged to visit the school if there are any questions or concerns. If a non-English speaking parent requests assistance in their home language, a staff member is made available. If there are no staff members available to provide translation in the requested language, the Translation and Interpretation Unit is utilized. At parent-staff meetings, translators are notified in advance and made available to accompany the parent. Our staff is capable of speaking the top four languages of our parent population: Chinese (Mandarin and Cantonese), Spanish, Arabic and Russian. At parent-teacher conferences, bilingual in-house staff members and volunteers from an outside after school program (Angel Center) wait at standby to assist. Minors are never utilized in any situation where student achievement and/or student conduct are discussed.

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

P.S.101 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We have studied the regulation thoroughly and put in place various structures to ensure we meet this requirement. Since our parent population primarily speaks a language other than English at home, we make language translation and interpretation services a priority at our school. We remain informed through ATS reports, ARIS and parent surveys. With School Messenger's notification system, online tools, the NYCDOE's Translation and Interpretation Unit, in-house bilingual staff members and volunteers, we are able to readily meet the written and oral communication needs of our parent population. Please see above for more information.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 101 The Verrazano School	DBN: 21K101
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 48 Grades to be served by this program (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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At least 2 ESL certified teachers will hold a "newcomer" program to students for an hour before school at least twice a week for students in grades 1-5 who have been in this country for less than two years. We may adjust or add an after-school program if needed. Students will be instructed in English to immerse them in our language and culture. Materials used may include iPad technology for multi-sensory instruction as well as literature that will give them the needed boost to catch up to their peers in language acquisition and cultural understanding. In the morning, we will hold an ELL test prep program 4 times per week for one hour.

In addition to test prep materials, another option we will utilize is the Raz-Kids.com program, which allows for individualized test practice that self-adjusts to meet the individual needs of our students.

We will also hire a CBO to work with our 5th grade students on cultural dance for a series of 10 weeks to teach cultural and lingual awareness, sensitivity and understanding.

PS 101 will also be utilizing the researched based Orton Gillingham methodology with our ESL population. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing and spelling. The Orton-Gillingham method is language-based and success-oriented.

PS 101 will be purchasing supportive technology that will be utilized in the enhancement of student learning through a multi-sensory approach.

Part C: Professional Development

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

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

Begin description here:

PS 101 services a large ESL population, approximately 20% of our student population are ELLs and approximately 40% are FELLs. We will hire a Professional Developer who is an approved vendor for the NYCDOE, to work with select teaching staff on Orton-Gillingham training which is a research based

Part C: Professional Development

proven method for teaching the rules for the English language in both phonics and grammar. This method has had proven positive results in the past.

The CFN 605 Network has established a study group of ESL teachers to reflect upon and increase the rigor of our program curriculum. This program will focus on text complexity, instructional tasks, effective student feedback, and instructional technology for diverse learners. All of our 4 ESL teachers will participate in this initiative.

Part D: Parental Engagement Activities

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

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

Begin description here: At PS 101K, our administration, Parent Coordinator and ESL staff makes every effort to offer an array of opportunities at all hours of the regular school day and evenings for parents to get involved:

- **Parent Association:** The PA helps to raise funds to support academic achievement by enriching the learning environment. Parents of all language abilities are invited to attend. In fact, parents who have chosen to take part in this wonderful association speak a multitude of languages that is representative of our student population.
- **Parent Teas:** Teachers invite parents into the classroom to view the child's learning environment and understand expectations.
- **Parent Survey Meetings:** ELL teachers organize meetings to explain the ESL program offered at PS 101K. Translators are available and the Parent Orientation Video is shown in their native language.
- **Back-to-School Night:** The PTA and the administration organizes a night of events twice a year for parents meet their child's teacher, visit the classroom and view the work going on in schools.
- **Family Nights:** PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Meet-and-Greets, etc.
- **Field Trips:** Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers.
- **Homework Help Workshop:** A teacher volunteer, typically the literacy coach, leads this workshop to instruct parents on how they can help their child complete their homework even if they feel like they are not knowledge of the subject areas.
- **Application for Middle School Workshop:** Translators are typically on hand to help parents and

Part D: Parental Engagement Activities

children negotiate applications.

- Student of the Month Assemblies: Our school selects students to honor them for their hard work and dedication once a month. For them, a unique assembly is held in the evening so that the school and parents can celebrate their achievement together.
- School Assemblies: A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Holiday Show, Drama Play, Recitals, Circus Arts, Halloween Parade, 25 Book Campaign, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its translatable website (www.ps101verrazano.com) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Of course, this is in addition to individual teacher phone calls.

P.S.101 partners with various community based organizations to provide workshops and other opportunities for both mainstream and ELL parents. When we receive a reservation for a workshop from a parent who speaks another language, we try to bring in a volunteer to translate. They include:

- Learning Leaders: This organization provides is a four series workshop which includes storytelling and book making, write from the start, math skills (addition and subtraction), and family literacy.
- English Language Learner Conference (provided by the NYC DOE): This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc. A flyer of this conference is distributed to all students since many of our students are ELLs or were former ELLs.
- 21st Century Leadership Workshops: This organization entitles our school to several workshops that are very helpful and rewarding for our parents and their families. They may include Job Trio (resume writing, job search resources, and interviewing), Family Talk (communicating effectively with your child's school), empowerment and motivation of your child, anti-bullying, free family fun, etc. They vary year-to-year.
- Marquis Studios provides puppetry, bookmaking, music and rhythm, collage and mosaics, and self-portrait workshops for families at our school.

Part E: Budget

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

Allocation Amount: \$

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