



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 102

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20k102

**PRINCIPAL:** THERESA DOVI

**EMAIL:** TDOVI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTENTINO

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Theresa Dovi	*Principal or Designee	
Angela Storniauolo	*UFT Chapter Leader or Designee	
Chris Sichler	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Michael Silverman	Member/Teacher	
Anna Hom	Member/Teacher	
Theone Weitz-Frank	Member/Teacher	
Marianne Fletcher	Member/Teacher	
Gamelah Almansoori	Member/Parent	
Samia Amino	Member/Parent	
Leslie Rosado	Member/Parent	
Melissa Walsh	Member/Parent	
Rabije Perovic	Member/Parent	

## **SECTIONS 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, there will be a 20% increase in Special Education Students scoring at or above Level 2 on the ELA Grade 4 Test (2 of the 6 Level 1 students will improve to a Level 2)

**Comprehensive needs assessment**

After reviewing our Progress Report and Quality Review data, we found that we needed to improve Listening Comprehension Skill Development for Level 1 Special Education students in Grade 4.

**Instructional strategies/activities**

By June 2012, the Reading Reform Program will be expanded to the lower grade ICT/ Special Education classes and teachers will teach Listening Comprehension Skill strategies in all content areas to Special Education students.

**Strategies to increase parental involvement**

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy and math remediation strategies use of technology, homework help, and at home Listening Strategies.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs and DOK units of Study are created. Purchase various instructional materials to support our school created curriculum maps. Continue to mentor student teachers for future employment. (All the teachers at PS 102 are HQT)

**Service and program coordination**

The following programs supported under NCLB (violence prevention, nutrition, adult ed) are implemented at PS 102 and supports our goal: The Heartshare Community Based Organization provides support for our Special Education Latchkey students by extending the school day, providing nutrition and preventing violence through extra-curricular activities.

**Budget and resources alignment**

(Three AIS Teachers, Two Reading Recovery Teachers, Reading Reform PD materials, Saturday Program).  
\$387,087 Title I SWP, Title III, FSF, Contract for Excellence.

**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, there will be a 20% increase in ELL students scoring at or above Level 2 on the ELA Grade 4 test. (2 of the 5 Level 1 students will improve to Level 2).

**Comprehensive needs assessment**

After reviewing our Progress Report, Quality Review and NYSLAT data, we found that we need to improve Listening Comprehension Development for Level 1 ELL students in Grade 4.

**Instructional strategies/activities**

By June 2012, teachers will focus the integration of Listening Comprehension Strategies in all content areas through the use of ELL classroom listening centers. The push in ELL model of instruction will be piloted in Grades 2, 3, 4, and 5 and Saturday/Afterschool Program for ELL students will be implemented.

**Strategies to increase parental involvement**

Provide materials and training to help parents work with their children to improve their achievement levels in literacy and math. The Parent Coordinator will provide English classes for non-english speaking parents. The Learning Leaders will tutor ELL students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs between the ELL Providers and classroom teachers. Continue to send teachers to Professional Development focusing on ELL Strategies. Purchase instructional materials to support our school created curriculum maps. Continue to mentor student teachers for future employment. (All teachers at PS 102 are HQT)

**Service and program coordination**

The following programs supported under NCLB (violence prevention, nutrition, adult ed) are implemented at PS 102 and supports our goal: The Heartshare Community Based Organization provides support for our ELL students Latchkey students by extending the school day, providing nutrition and preventing violence through extra-curricular activities. Adult English classes are provided to parents weekly.

**Budget and resources alignment**

(Four ELL Teachers, OPTS-Center materials, Parent Coordinator, Saturday/Afterschool Program Per Session Budget.  
\$389,450 FSF, Title I SWP, Title III LEP, TL Parent Coordinator

**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, the teachers will respond positively and there will be a .4 increase in the area of engagement on the Spring 2012 Learning Environment Survey.

**Comprehensive needs assessment**

After reviewing the 2011 Learning Environment Survey, we saw a need to involve teachers in setting goals and in the decision making process thereby improving teacher engagement and effectiveness.

**Instructional strategies/activities**

**By June 2012, teachers will meet in Professional Learning Communities on Thursdays to review student data, revise their plans/maps thereby making critical curriculum decisions for the school that will have a positive effect on student achievement and teacher engagement. This work will be led by our coaches and AUSSIE Staff Developer.**

**Strategies to increase parental involvement**

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.

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs thereby having teachers make important curriculum decisions. (All the teachers at PS 102 are HQT) Purchase instructional materials to support our school created curriculum maps. Continue to mentor student teachers for future employment.**

**Service and program coordination**

By improving teacher engagement there is more school accountability which is an NCLB reform initiative.

**Budget and resources alignment**

(Two Coaches, OPTS, AIS Grade Leaders, AUSSIE Staff Developer)  
\$415,052 Title I SWP, Contract for Excellence TL FSF

**ANNUAL GOAL #4 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 #4**

**By June 2012, 100% of all students in grades K-5 at P.S. 102 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. By June 2012, 100% of all students in grades K-5 at P.S. 102 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.**

**Comprehensive needs assessment**

Rationale: Our School Community recognized the need to develop academic rigor and align our instruction to the citywide instructional expectation and the common core standards.

**Instructional strategies/activities**

By June 2012, teachers will meet every Wednesday in Professional Learning Communities to develop and implementation these DOK tasks in Literacy and Math and review student work focusing on specific priority standards. Coaches, AIS Grade Liaisons, and Supervisors will monitor progress and task development.

**Strategies to increase parental involvement**

Providing assistance to parents in understanding City, State, and Federal standards and assessments through workshops.

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning and DOK Units of Study are developed. Purchase instructional materials to support our school created curriculum maps. Continue to mentor student teachers for future employment. (All the teachers at PS 102 are HQT)**

**Service and program coordination**

By encouraging students to engage in DOK tasks we raise the standards, and close the achievement gap which is an NCLB reform initiative.

**Budget and resources alignment**

2 Coaches, AIS Grade Liaisons, Supervisors  
\$594,204 Contract for Excellence, TL FSF Title I SWP

**ANNUAL GOAL #5 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 #5**

By June 2012, 100% of the teaching staff will have been observed through frequent cycles of classroom informal observations using components of the Charlotte Danielson Framework for Teaching. By June 2012, 100% of the teaching staff will have received evidence-based feedback they should use to increase the rigor and effectiveness of their instruction.

**Comprehensive needs assessment**

Our School Community recognized the need to observe teachers frequently and give them feedback. This feedback will improve teacher effectiveness thereby improving student achievement and academic rigor.

**Instructional strategies/activities**

**By June 2012, the Administrators will visit teachers on a daily basis using a protocol based on the work of Danielson. The protocol will focus on the following domains: planning and preparation, instruction and professional responsibilities. Immediate feedback will be given to teachers including next steps.**

**Strategies to increase parental involvement**

Providing assistance to parents in understanding City, State, and Federal standards and assessments through parent workshops.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs incorporating the Danielson Competencies in classroom instruction. Purchase instructional materials to support our school created curriculum maps. Continue to mentor student teachers for future employment. (All the teachers at PS 102 are HQT)

**Service and program coordination**

By engaging in frequent cycles of observation we hold teachers more accountable and promote teacher effectiveness which helps us close the achievement gap which is an NCLB reform initiative.

**Budget and resources alignment**

OTPS, Professional Development to support teacher development and effectiveness.  
As of 11/11 \$27,036 Staff Development + \$150,000 supplies/materials Title I SWP < FSF

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	54	58	N/A	N/A	6	5	7	24
<b>1</b>	29	24	N/A	N/A	11	8	8	21
<b>2</b>	74	72	N/A	N/A	12	9	8	25
<b>3</b>	120	121	N/A	N/A	15	22	16	52
<b>4</b>	110	97	<b>110</b>	<b>97</b>	14	21	23	37
<b>5</b>	114	99	<b>114</b>	<b>99</b>	26	19	17	44
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<b>All programs are provided during and after-school small groups (pull-out), CARS, Soar to Success, Awards, Wilson, Reading Recovery (one-to-one), Foundations, Words Their Way, Reading Reform, Pacific Learning, Extended Day, Afterschool Saturday Program, Inquiry Team, Club Program.</b>
<b>Mathematics</b>	<b>Small group (pull-out), Moving with Math, CAMS, One to One Learning.</b>
<b>Science</b>	<b>Lesson provides hands on activities in small group for all students using the Scientific Methods.</b>
<b>Social Studies</b>	<b>DBQ strategies are taught once a week to students in grades 4 &amp; 5.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>One-to One/group counseling sessions, peer mediation, conflict resolution, fostering social emotional awareness, self esteem, respect, caring classroom, improving attention, focus and target behavior, career development, crisis intervention &amp; assistance/parental contact &amp; counseling/ACS referral &amp; outreach.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>At-risk counseling, crisis intervention. Behavioral/teacher consultation, violence prevention.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Meets with students with issues such as: lack of focus, depression, screens for physical emergencies, when needed. Give neutral health referrals. Meets with parents with regards to children who have social issues which are impacting their academics. Sessions are usually one-to-one Asthma treatments, daily diabetic testing/insulin coverage, daily P.O. meds, first aid, asthma classes.</b>
<b>At-risk Health-related Services</b>	<b>Record keeping and follow-up management by school nurses and physical education teachers.</b>

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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 <b>C. Groll/ N. Opromalla</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>102</b>
School Name <b>The Bay View School</b>			

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

Principal <b>Theresa Dovi</b>	Assistant Principal <b>Cornelia Sichenze</b>
Coach <b>Marianne Fletcher</b>	Coach <b>Ann Perrone</b>
ESL Teacher <b>Donyal Svilar</b>	Guidance Counselor <b>Lorraine Perazzo</b>
Teacher/Subject Area <b>Jacklynn Zaremski/2<sup>nd</sup> Grade</b>	Parent <b>Gamelah Almansoori</b>
Teacher/Subject Area <b>Michael Silverman/5<sup>th</sup> Grade</b>	Parent Coordinator <b>Margaret Sheri</b>
Related Service Provider <b>Rosanne Tubio Cid/SETSS</b>	Other <b>Zoraida Grillo-ESL Teacher</b>
Network Leader <b>Neal Opromalla</b>	Other <b>L. Fasanelle- Ass't Principal</b>

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

### D. School Demographics

Total number of students in school	<b>1295</b>	Total Number of ELLs	<b>177</b>	ELLs as share of total student population (%)	<b>13.67%</b>
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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. When parents initially enroll their children in our school, we make every attempt to accurately identify each child's home language in order to determine whether the child will require ELL services. Typically, our school secretaries contact one of the ESL teachers or other trained teachers/administrators to meet with the parents of potential English Language Learners to conduct a brief oral interview that culminates in the completion of a Home Language Identification Survey (HLIS). One of our four certified ESL pedagogues (Ms. Svilar, Ms. Manfredi, Ms. Grillo-Mancuso, and Ms. Easterling) conducts an interview with the parents to ensure that they fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as verify if the student has been in a formal educational system in their native country. The licensed ESL teacher also conducts a brief interview with the child to ensure the HLIS completed by the parents reflects the child's language background and abilities. In addition to the English version, the HLIS is currently available in fourteen languages. Parents who do not have sufficient English language or native language literacy skills to navigate the registration process often bring an interpreter to assist them. When necessary, we ask staff members who speak languages other than English to assist in this process. Translation services are provided upon request whenever necessary. In addition, we have trained Ms. Tubio-Cid, the licensed SETSS pedagogue, to assist in the parent interview process in case the licensed ESL teachers are unavailable.

Our school distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) upon registration. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. In addition, we have an active parent coordinator, Margaret Sheri, who meets with parents new to our school to assist them in matters concerning their child's education as well as to welcome them to our school. The goal is to ensure that parents of newly enrolled students provide accurate information on the HLIS and fully understand the ELL identification process. Mrs. Sheri will contact the Translation and Interpretation Unit when needed or upon request to assist in this process.

After the HLIS is completed by the parent and a brief oral interview with the parent and child is conducted by one of the licensed ESL pedagogues, the ESL coordinator reviews the parental responses and determines whether a language other than English is spoken in the child's home. If it is determined that a language other than English is spoken at home, the ESL coordinator or another trained ESL teacher administers the Language Assessment Battery-Revised (LAB-R) test for that child's particular grade level within the first ten days of attendance. The ESL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the RLER report (a report that lists students eligible to take the LAB-R and NYSESLAT) to ensure that all students who are eligible for testing have been properly identified and screened. We also use these reports to track the students who have been tested and to ensure that the necessary parental notification letters, i.e. entitlement or non-entitlement letters, are sent home with the students. We maintain a file of parent notification letters that are sent to the parents.

The LAB-R test has traditionally been administered only once to establish the child's English proficiency level upon entrance to the English Language School System (ELSS). The latest LAB-R Memo issued by the NYC Department of Education for the 2011-2012 states that a student can only be tested once and cannot be retested with the LAB-R if the student is out of the country for a year or more. The child's cut score on the LAB-R is used to determine whether the child is eligible for ELL services. Students who score below the proficiency level on the LAB-R are entitled to state-mandated services for ELLs. The cut score determines whether the student is on the beginner/intermediate, advanced or proficient level and is then used to place him/her in an appropriate ELL group. Students who speak Spanish at home and score below the proficient level on the LAB-R are also given a Spanish Language Assessment Battery (LAB) at this time to determine language dominance upon entrance to the ELSS.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English As A Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services in the following school year. Parents/guardians are given advanced notice in English and their native language if available that details the purpose of administering the NYSESLAT as well as the time frame for administering the NYSESLAT in our school. Students with Individual Educational Plans are given the NYSESLAT with any allowable test accommodations as per their IEPs. We usually run a Saturday ELL Academy in April and May to familiarize the students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities prior to the administration of the NYSESLAT. In August and September, the results of the NYSESLAT is used for class placement and shared with the classroom teachers. Classroom teachers are given a roster of eligible ELLs and informed of any recent Former ELLs so that the NYSESLAT data can be used for instructional purposes (i.e. group placement, differentiation of instruction) as well as to provide additional language support to the students.

When a student transfers to our school from another NYC public school, we verify via the ATS system if the student has been screened previously and if the student has a current LAB-R or NYSESLAT score that entitles them to ELL services. We also check their other standardized test scores (NYS ELA and Math) as well as their attendance history. In some cases, students who have left the country or the NYC public school system return; in that case, we check their exam history on the ATS system to see their latest NYSESLAT or LAB-R score for placement purposes. If a student is entitled to ELL services, he/she is promptly placed in a grade-appropriate ELL service according to their proficiency level. If a student who has previously tested out on the LAB-R or NYSESLAT has returned from their native country after an extended stay, we may informally screen the student to see if they need language and academic support services.

All students who continue to be eligible for ELL services based on their spring NYSESLAT scores are sent home a letter of continued eligibility (Form G) as well as a placement letter (Form F) in September in order to provide parents notification of their continued eligibility and information about their child's placement in an ELL program.

After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication within ten days of initial registration. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

2.

During the initial HLIS interview process, the parents of potential ELLs are invited to attend a parent orientation meeting to discuss the various ELL programs available and to view the ESL Parent Orientation video (produced by the NYC DOE and available in various languages) with the first ten days of enrollment. Our school also distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) during the initial HLIS interview process. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. Although this process is done on an individual basis during the bulk of the school year, the first month of the new school year is quite busy. When the incoming kindergarten class and new admits in grades 1-5 arrive in September, the ESL teachers with assistance from the Parent Coordinator arrange for volunteers in the major language groups to attend an ELL parent meeting to provide interpretation and translation assistance; in addition, bilingual staff members such as paraprofessionals attend the meeting to provide assistance when needed. We screen the NYC DOE ELL Parent Orientation Video in English, in the predominant native languages (usually Spanish and Arabic) and then in any other available language upon request. If necessary, we break out into smaller language groups and an ESL teacher shows the video in the native language with the aid of an interpreter in a classroom or other available space. After viewing the video, there is a brief question and answer period and then parents are asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. After a Parent Survey and Program Selection form (EPIC Form D) is completed by the parents where they indicate their ELL program choices in order of preference, the child is placed in an ELL program within ten days of enrollment. The ESL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school or unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ESL staff makes several follow-up telephone calls, sends home notices asking parents to contact the ESL coordinator, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Se

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

transitional bilingual program in the school if available or in a free-standing

ESL program; a placement letter (EPIC Form F) is sent home to inform parents of the placement.

The majority of the Parent Survey and Program Selection forms are completed during the ELL Parent Orientation in September. All completed Parent Survey and Selection forms are copied before they are attached to the Home Language Identification Survey and placed in the student's cumulative folder. The copies are stored in a central file cabinet that is located in the ESL coordinator's room.

3.

Our school puts in a great deal of effort to ensure that parents of potential ELLs in our entering kindergarten class and our new admits in grades 1-5 come to the the ELL Parent Orientation in September. During the June Kindergarten Orientation, the ESL Coordinator briefly describes the ELL Identification Process and distributes the ELL Parent Guide to all parents in attendance. She stresses that parents of potential ELLs will be invited to an important meeting in September to learn about the different ELL program models available in NYC public schools. During the course of the Kindergarten Orientation, parents are frequently encouraged to check their children's mail folders on a daily basis for important notices; the presenters stress that critical information about their children, their school, and their community is sent home via the mail folders.

After reading the ELL parent guide in English and/or their native language if available, viewing the NYC DOE ELL Parent Orientation video and having an opportunity to ask questions with interpreters during the ELL Parent Orientation , parents are asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. If parents decide to take the survey home to confer with other family members, we request them to return the completed form as soon as possible.

After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication within ten days of initial registration. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders. After a Parent Survey and Program Selection form (EPIC Form D) is completed and returned by the parents at the orientation or soon after, the parent preferences are reviewed carefully and the child is placed in an ELL program within ten days of enrollment. The ESL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ESL staff makes several follow-up telephone calls, sends home notices asking parents to contact the ESL coordinator, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program; a placement letter (EPIC Form F) is sent home to inform parents of the ELL program their child is receiving.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school ( 15 students in a grade or two contiguous grades) or unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

4.

As outlined above, our school diligently follows the NYS LEP Identification Process to accurately identify each child's home language in order to determine whether the child will require ELL services, to inform and confer with parents about their ELL program preferences, and to place the child in an appropriate ELL service within the first ten days of attendance . If the home language or student's native language is other than English, a licensed pedagogogue (primarily the licensed ESL teachers) conducts an informal interview in English and in the native language with assistance from in-house interpreters and the NYC DOE Translation and Interpretation Unit when necessary. If the student speaks a language other than English, we administer the Language Assessment Battery- Revised (LAB-R) to determine the student's English proficiency level. After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

At the same time, we are also consulting with the parents during an individual or group orientation to provide them with information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. We provide the ELL Parent Brochure (developed by the NYC DOE and available in nine languages), view the NYC ELL Parent Orientation Video in English and the home language if available, and actively engage the parents in conversation with assistance from in-house interpreters or the Translation and Interpretation Unit regarding their program preferences.

When requested, our parent coordinator will provide a tour of the building so parents have an opportunity to ask questions about the school ( i.e. the school layout, curriculum, support programs, community organizations, etc.) During the start of the school year when the number of new admits to the ELSS is high, we review all the parent survey and selection forms to see what the predominant program preferences are in order to place the students in an appropriate ELL service if the students score at the Beginning, Intermediate, or Advanced Level on the LAB-R. Our school community is quite diverse but our predominant home languages other than English are Arabic and Spanish. We pay close attention to trends in the program preferences of all our ELL parents but especially our Arabic-speaking and Spanish-speaking families. Our ELL population is also predominantly U.S.-born in the primary grades so our ELL families have exposure to both English and the native language. As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past years.

5.

As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past five years. Our records indicate that parents continued to select ESL as their primary program choice. When reviewing responses from our entitled ELLs in the 2009-2010 school year, only 2 parents listed a dual language program as their first preference and one listed Transitional Bilingual Education as their first preference. Fourteen out of the 53 entitled Kindergarten ELLs in 2009-2010 did not return the Parent Survey and Selection form; however they represented a variety of language groups (1 Albanian, 2 Bengali, 3 unspecified Chinese, 1 Cantonese, 2 Mandarin., 4 Arabic, 1 Russian). The remainder of the parents representing 36 entitled Kindergarten ELLs selected the Free-standing ESL Program as their primary preference.

After screening and administering the LAB-R test to the incoming Kindergarten students in 2010-2011, 45 students were entitled to ELL services. Based on the parent/guardian completion of the Parent Survey and Selection forms, 37 or 82% selected Freestanding ESL as their primary preference. Six parents/guardians did not return the form but we continued to take steps to contact them (additional notices, phone calls, face-to-face conversations); the native languages of the seven students include Arabic (3), Spanish (2), and Bengali (1). Only 2 parents/guardians selected the other program models but their children have been placed in a CTT class as per their IEPs. The LAP team will carefully continue to monitor the trends in parental choice to see if the numbers indicated require the implementation of other programs in the future, in accordance with CR Part 154.

After screening the incoming Kindergarten students in 2011-2012 and administering the LAB-R test to the potential ELL Kindergarten students, 46 students were entitled to ELL services. Based on the parent/guardian completion of the Parent Survey and Selection forms, 37 or 80% selected Freestanding ESL as their primary preference. Eight parents/guardians or approximately 15% did not return the form but we continued to take steps to contact them (additional notices, phone calls, face-to-face conversations); the native languages of the seven students include Arabic (2), Bengali (1), Spanish (3), and Urdu (1). Only 2 parents/guardians selected the TBE program model as their first preference; their home languages were Arabic and Spanish. The LAP team will carefully continue to monitor the trends in parental choice to see if the numbers indicated require the implementation of other programs in the future, in accordance with CR Part 154.

6.

We are currently offering a Free-standing ESL Program at our school which is aligned with parental preferences. The overwhelming majority of our ELL parents (approximately 80% this year as well as the previous school year) selected the Free-standing ESL Program as their first preference. A small number of parents request the TBE or Dual Language model each year (less than 5); they are usually from different native language backgrounds. We presently do not have 15 students from the same native language background in two contiguous grades whose parents have opted for the TBE program or have not returned the Parent Survey and Selection. Although our school community is quite diverse linguistically and multiculturally, our ELL population in the primary grades is predominantly U.S. born. We feel that this often makes an impact on the parental program preferences; parents often state that their children are exposed to some level of English at home and in the various community-based pre-schools and they want their children to develop their English skills to succeed academically. Among our ELLs, our predominant home languages other than English are Arabic and Spanish. In addition, we are also mindful that some of our families come from different countries and speak different varieties of Arabic. We pay close attention to trends in the program preferences of all our ELL parents but especially our Arabic-speaking and Spanish-speaking families. As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past eight years.

## 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											0			0
<b>Push-In</b>			2	1	1	1								5
<b>Total</b>	0	0	2	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	177	Newcomers (ELLs receiving service 0-3 years)	147	Special Education	32
SIFE		ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	2

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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	147	0	16	28	0	14	2	0	2	177
<b>Total</b>	<b>147</b>	<b>0</b>	<b>16</b>	<b>28</b>	<b>0</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>177</b>

Number of ELLs in a TBE program who are in alternate placement: 9

**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

**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
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-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	16	20	10	7	2	6								61
Chinese	6	3	7	3	3	5								27
Russian	2	1	6		1									10
Bengali	1		2	1										4
Urdu	1													1
Arabic	16	15	11	10	5	8								65
Haitian					1									1
French														0
Korean	1													1
Punjabi														0
Polish	1													1
Albanian	2													2
Other	1	2				1								4
<b>TOTAL</b>	<b>47</b>	<b>41</b>	<b>36</b>	<b>21</b>	<b>12</b>	<b>20</b>	<b>0</b>	<b>177</b>						

# 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).

## A. Programming and Scheduling Information

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?

1.

Our Free-Standing ESL program provides English-only instruction for our eligible ELLs. Our ESL teachers use both pull-out and push-in models as well as a combination of both models to provide mandated ELL services. In some situations, our ESL teachers are following the pull-out model when providing instruction to our beginner, intermediate, and advanced ELLs. When possible, ESL teachers use the push-in model or a combination of push-in and pull-out and collaborate with the classroom teacher whenever there are large clusters of ELLs in a given class. In the current school year, our ESL teachers are providing Push-In services in second grade, fourth grade, fifth grade and self-contained second / third grade special education classes. We group students according to their grade and proficiency level whenever time and personnel allows us. We usually group our beginner and intermediate students from one or two classes together and our advanced students across the grade-level classes together if they are not clustered in a single class in order to ensure that the mandated number of minutes is provided.

2.

Each of our four certified ESL teachers works with several ELL groups based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs. In the current school year, each ESL teacher works with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade and to provide greater opportunities to collaborate with classroom teachers on a particular grade. We make every effort to place our ELLs in small group settings geared to their proficiency level and grade level. The ESL staff works closely with our Assistant Principals during reorganization to place our ELLs in classes according to their projected proficiency level in order to ensure an effective push-in/pull-out ESL program.

3.

Our Free-standing ESL program provides high quality, intensive and consistent English language and content area instruction. We work hard to align our ESL instruction to the grade-level literacy curriculum in order to support and reinforce the targeted literacy skills in the classroom. Our goal is to provide a rich language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) while developing language and academic skills in literacy and the content areas so that our ELL students can begin to work independently in the classroom. We strive to expose ELLs to meaningful language and literacy experiences through interactive activities, with a focus on teaching the necessary higher-order thinking skills. In a low-anxiety learning environment, our ELLs are encouraged to take risks and actively participate in scaffolded language-learning so that they become independent learners and achieve grade-level standards in all areas.

Within the ESL program, our ESL teachers utilize a variety of materials and resources designed to meet the diverse needs of our students and to differentiate our instructional plan. Our school follows the Balanced Literacy model in conjunction with other reading programs. In the early childhood grades the ESL teachers are using Wilson's Foundations, a research-based program that develops phonemic awareness, and Rigby's On Our Way to English program which provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. Our ESL teachers servicing the upper grades are using the ELL component of the Treasures reading/language arts program, Treasure Chest, so that the literacy and language arts activities in the regular classroom and the ESL classroom are aligned with each other. In addition, we are incorporating the use of the research-based Award

## A. Programming and Scheduling Information

reading program created by Wendy Pye Publishing Limited in our ESL classrooms. The Award program is an integrated print and multimedia program that includes lessons that focus on developing skills related to phonemic awareness, vocabulary development, fluency, technology, and text comprehension. We supplement our instruction with ‘big books’, predictable texts, leveled library books, chants, rhymes, poetry, and cumulative patterns. We also focus on non-fiction texts to develop and reinforce vocabulary and content area concepts. Furthermore, we use a variety of learning centers and manipulatives, such as computer and listening centers, picture/word cards, alphabet tiles, realia, and other literacy-based tools.

After attending various DOE and WestEd training sessions, our ESL teachers are using QTEL (Quality Teaching for English Language Learners) strategies and scaffolds to amplify and enrich English language development. The ESL staff uses strategies such as modeling, schema building, and activating prior knowledge to scaffold language and academic development. Our ESL teachers have also attended several professional development sessions through the NYC DOE Office of ELLs with a focus on differentiating tasks by language proficiency level, developing academic language and thinking skills, and implementing the Common Core Standards.

Our ESL teachers meet regularly with classroom teachers and attend grade meetings to carefully plan and assure curricular alignment. These meetings provide opportunities for mutual professional support as well as feedback on student progress in both classroom settings. Our ESL and classroom teachers share data and information gathered from various assessment tools such as Rigby Leveling, teacher-created reading inventories, ELL Periodic Assessments, ELA and Math Predictive Assessments, and the NYSESLAT in order to target and differentiate instruction.

In addition, our school administrators provide professional development opportunities for our teaching staff that focus on developing effective strategies for teaching ELLs as well as differentiating instruction to better serve the needs of our diverse students. Our school has participated in the NYC DOE ELL Leadership Institute in the recent past; school administrators, classroom teachers and ESL teachers focused on ways to support English Language Learners in the classroom through various workshops such as integrating technology in the classroom and enhancing vocabulary development. As an outgrowth of the ELL Leadership Institute, the participating teachers held several school-wide workshops that focused on vocabulary development based on the research-based methods developed by Dr. Calderon. We also continued our focus on differentiated instruction through professional development provided by the Center for Integrated Teacher Education (CITE). These various techniques and strategies are utilized during differentiated instruction to provide our ELLs as well as our entire student population with a well-developed and effective learning environment.

4.

When our students are initially tested with the LAB-R, our eligible ELLs who speak Spanish are given the Spanish LAB to assess native language skills as well as to determine language dominance. Although we do not presently have a Transitional Bilingual or Dual Language Program, we meet with our ELL parents and students to find out what native language skills and formal education the student may have in their funds of knowledge. We interview the upper-grade ELL students to find out if they are able to use bilingual dictionaries and word-to-word glossaries to aid them in their language development. We also train the students to use the word-to-word glossaries if they have native language literacy skills as their use is an allowable accommodation on NYS standardized exams.

5.

At the present time, we do not have any students who fit the SIFE category. If that situation would change, the SIFE students would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would make every effort to team up our SIFE students with a Learning Leader who shares the same language background for additional academic, language and emotional support. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students make academic progress and achieve success in our school setting as well as cope with any social adjustment issues that may arise from their lack of experience in a formal school setting.

Our newcomer ELLs participate in our freestanding ESL program; they are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting; we make every effort to assign Learning Leaders who share the same native language background to our newcomer ELLs to provide additional academic, language, and emotional support. Our ELLs receiving 0-3 years of ESL services in grades kindergarten through 2 participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Classroom teachers have set up listening centers to give students an opportunity to listen to and follow along with story selections. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. Our kindergarten ELLs participate in a Wilson Foundations Program that provides reinforcement of phonics, phonemic awareness and other early literacy skills. Our first grade ELLs may participate in our Reading Recovery program as well as our small group Leveled Literacy Intervention program

## A. Programming and Scheduling Information

with two teachers with extensive training and expertise in Reading Recovery. Our second grade ELLs may participate in our Leveled Literacy Intervention push-in program with our literacy coaches. We have also introduced the researched-based Reading Reform program in several kindergarten, first and second grade classrooms; Reading Reform provides specialized multisensory literacy instruction. Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by a certified ESL teacher; ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They

### 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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%

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

6. Our special education ELLs in self-contained and collaborative team teaching classes participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction according to their proficiency

## 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. A student whose non-proficient ELLs (0-2 years of ELL services) participate in our freestanding ESL program. They are placed in

## **A Programming and Scheduling Information**

## **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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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.

As stated above, our newcomer ELLs (0-3 years of ELL services) participate in our freestanding ESL program. They are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting; we make every effort to assign Learning Leaders who have the same native language background to our newcomer ELLs to provide additional academic, social and emotional support. The classroom teachers are also encouraged to implement the buddy system, where a native English speaker works each day on developing both social and academic language through fun activities. When possible, Newcomers work with a classmate who shares the same native language to translate directions and tasks. We have set up English Language Learning Centers with hands-on learning activities as well as listening centers in our classrooms to promote English language and language arts development and to differentiate instruction; we also incorporate the use of the AWARD multimedia reading program and other programs.

Our ELLs receiving 0-3 years of ESL services in grades kindergarten through 2 participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Our kindergarten ELLs often participate in a Wilson Foundations Program with a trained teacher. When Foundations assessments reflect that students require additional support, they participate in the program for small group reinforcement of phonics, phonemic awareness and other early literacy skills. Our first grade ELLs may participate in our Reading Recovery program as well as our small group Leveled Literacy Intervention program staffed with two teachers with extensive training and expertise in Reading Recovery. Our second grade ELLs may participate in our small group Leveled Literacy Intervention program with an experienced AIS provider. We have also introduced the Reading Reform program in several kindergarten, first and second grade classrooms that include a large number of ELLs at this point in time. The Reading Reform program provides research-based multisensory literacy instruction as well as extensive teacher training in the methodology.

Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by certified ESL teachers; ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy, math and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring; the academy focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.

Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring; the goal of the program is to further develop literacy, math, and test-taking skills and to provide additional opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

## 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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Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.

Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring; the goal of the program is to further develop literacy, math, and test-taking skills and to provide additional opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

Our ELL students are also provided with the recommended testing accommodations such as the use of glossaries, a third reading of

**Courses Taught in Languages Other than English** 

**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)?

N/A

Math:

**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.

Our principal and assistant principals recognize that a large number of our students have historically been and continue to be English Language Learners in our Bay Ridge community and they have taken part in many professional development opportunities related to ELLs to ensure our ELLs continue to progress academically at P.S. 102. Our Principal, Mrs. Dovi, and our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the Cahn Fellows Program at Teachers College Columbia University for a yearlong professional development which included a focus on instruction for diverse learners (including ELLs); one informative professional development they attended was entitled "ELLs: Moving Them Forward." . Our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the NYC DOE ELL Leadership Institute for several years where she attended monthly professional development meetings and trained ESL teachers and classroom teachers. The ESL and classroom teachers involved also participated in monthly professional development and turn-keyed a presentation on vocabulary development with the entire school staff. Mrs. Sichenze also participated in the Advanced Leadership Program for Assistant Principals sponsored by CSA Executive Leadership Institute. This was a year-long professional development that focuses on improving instruction for all students including English Language Learners. Mrs. Fasanelle, our Assistant Principal for the grades 3-5, also participated in a two-year long professional development for assistant principals led by the CSA Executive Leadership Institute; the professional development included a focus on diverse learners including ELLs and issues impacting on ELL learners and other diverse learners. Our administrators plan to attend a professional development entitled "Addressing the Instructional Needs of English Language Learners" sponsored by the CSA Executive Leadership Institute. All of our administrators attend monthly professional development meeting led by our CFN network; a major focus is on meeting the instructional needs of all student groups including our special education, gifted, and ELL students

Academic language development is planned in conjunction with classroom teachers, reading and math coaches, Reading Recovery teachers, science and social studies clusters, technology teachers, as well as resource room teachers. We discuss appropriate instructional approaches for ELLs, different types of scaffolds for the different levels of English proficiency as well as content area competencies. The ESL teachers articulate with the classroom, special education, and content area cluster teachers to incorporate the content area curriculum in the ESL classroom instructional planning. In addition to teaching the ELL population, the ESL teachers at PS 102 provide staff development and support for classroom teachers, special education teachers, occupational/physical therapists, and paraprofessionals on ESL strategies and methodology. The primary goal is to develop and/or activate the ELLs' background knowledge and to provide scaffolds for ELLs as they develop the academic language proficiency they need to progress toward meeting state learning standards while also supporting our teaching staff's ability to assist ELLs as they move through the proficiency levels. Another important goal is to provide all staff members an understanding of the second language acquisition process, the various factors that impact on the second language acquisition process, and the stages an ELL student may go through as they learn English.

This collaboration takes place during professional development, grade conferences and informal meetings. During our professional development, workshops are provided to expose teachers and paraprofessionals to new techniques and strategies to strengthen the language, content area, and literacy skills of our ELLs. Our current school-wide goals are improving listening comprehension skills thereby accelerating the progress of all student subgroups including ELLs and promoting academic rigor in a thinking curriculum by expanding our depth of knowledge. Reading specialists and ESL teachers also provide workshops to colleagues and parents that target the needs of ELLs. Our grade conferences often focus on the needs of our ELL and Former ELL students because of the number of students and the level of need.

Staff developers and educational consultants are invited to our school to provide training in innovative and effective instructional techniques for ELLs and at-risk students. In the 2009-2010 school year, P.S. 102 implemented the Reading Reform program in two

## 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.

Our principal and assistant principals recognize that a large number of our students have historically been and continue to be English Language Learners in our Bay Ridge community and they have taken part in many professional development opportunities related to ELLs to ensure our ELLs continue to progress academically at P.S. 102. Our Principal, Mrs. Dovi, and our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the Cahn Fellows Program at Teachers College Columbia University for a yearlong professional development which included a focus on instruction for diverse learners (including ELLs); one informative professional development they attended was entitled "ELLs: Moving Them Forward." . Our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the NYC DOE ELL Leadership Institute for several years where she attended monthly professional development meetings and trained ESL teachers and classroom teachers. The ESL and classroom teachers involved also participated in monthly professional development and turn-keyed a presentation on vocabulary development with the entire school staff. Mrs. Sichenze also participated in the Advanced Leadership Program for Assistant Principals sponsored by CSA Executive Leadership Institute. This was a year-long professional development that focuses on improving instruction for all students including English Language Learners. Mrs. Fasanelle, our Assistant Principal for the grades 3-5, also participated in a two-year long professional development for assistant principals led by the CSA Executive Leadership Institute; the professional development included a focus on diverse learners including ELLs and issues impacting on ELL learners and other diverse learners. Our administrators plan to attend a professional development entitled "Addressing the Instructional Needs of English Language Learners" sponsored by the CSA Executive Leadership Institute. All of our administrators attend monthly professional development meeting led by our CFN network; a major focus is on meeting the instructional needs of all student groups including our special education, gifted, and ELL students

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This collaboration takes place during professional development, grade conferences and informal meetings. During our professional development, workshops are provided to expose teachers and paraprofessionals to new techniques and strategies to strengthen the language, content area, and literacy skills of our ELLs. Our current school-wide goals are improving listening comprehension skills thereby accelerating the progress of all student subgroups including ELLs and promoting academic rigor in a thinking curriculum by expanding our depth of knowledge. Reading specialists and ESL teachers also provide workshops to colleagues and parents that target the needs of ELLs. Our grade conferences often focus on the needs of our ELL and Former ELL students because of the number of students and the level of need.

Staff developers and educational consultants are invited to our school to provide training in innovative and effective instructional techniques for ELLs and at-risk students. In the 2009-2010 school year, P.S. 102 implemented the Reading Reform program in two classrooms (a first and a second grade classroom) in our school; we have widened the implementation to include a kindergarten class, another first grade class, and two CTT classes. The classroom teachers continue to receive intensive training in the Reading Reform methodology and our at-risk students have shown steady progress during the course of the year. Several classroom teachers have also participated in the America's Choice Writing Aviation Training program that focuses on improving the writing skills of our ELL and at-risk students. Teachers who are interested in learning new techniques are also encouraged to attend workshops outside of our school, such as those offered at Bank Street College, the NYC DOE Office of English Language Learners, and the ELL Leadership Institute. Traditionally, workshop fees are paid for by our school. Classroom, special education, and ESL teachers who have participated in professional development workshops geared to the needs of our ELL population have also conducted turnkey staff development during staff and grade conferences that include special education teachers, AIS providers, related service providers (such as speech teachers and OT/PT providers) and paraprofessionals to highlight the strategies and tools they have acquired in their training.

Our bilingual school psychologist has attended various workshops focused on issues related to ELLs. She attended a workshop in July 2010 at Fordham University entitled "Understanding and Addressing the Needs of ELLs: The Use of Response to Intervention for Planning Instruction and Intervention with ELLs." She is also attending the Diversity Series sponsored by the Bilingual School Psychology

## D. Professional Development and Support for School Staff

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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.

Our principal and assistant principals recognize that a large number of our students have historically been and continue to be English Language Learners in our Bay Ridge community and they have taken part in many professional development opportunities related to ELLs to ensure our ELLs continue to progress academically at P.S. 102. Our Principal, Mrs. Dovi, and our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the Cahn Fellows Program at Teachers College Columbia University for a yearlong professional development which included a focus on instruction for diverse learners (including ELLs); one informative professional development they attended was entitled "ELLs: Moving Them Forward." Our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the NYC DOE ELL Leadership Institute for several years where she attended monthly professional development meetings and trained ESL teachers and classroom teachers. The ESL and classroom teachers involved also participated in monthly professional development and turn-keyed a presentation on vocabulary development with the entire school staff. Mrs. Sichenze also participated in the Advanced Leadership Program for Assistant Principals sponsored by CSA Executive Leadership Institute. This was a year-long professional development that focuses on improving instruction for all students including English Language Learners. Mrs. Fasanella, our Assistant Principal for the grades 3-5, also participated in a two-year long professional development for assistant principals led by the CSA Executive Leadership Institute; the professional development included a focus on diverse learners including ELLs and issues impacting on ELL learners and other diverse learners. Our administrators plan to attend a professional development entitled "Addressing the Instructional Needs of English Language Learners" sponsored by the CSA Executive Leadership Institute. All of our administrators attend monthly professional development meeting led by our CFN network; a major focus is on meeting the instructional needs of all student groups including our special education, gifted, and ELL students

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This collaboration takes place during professional development, grade conferences and informal meetings. During our professional development, workshops are provided to expose teachers and paraprofessionals to new techniques and strategies to strengthen the language, content area, and literacy skills of our ELLs. Our current school-wide goals are improving listening comprehension skills thereby accelerating the progress of all student subgroups including ELLs and promoting academic rigor in a thinking curriculum by expanding our depth of knowledge. Reading specialists and ESL teachers also provide workshops to colleagues and parents that target the needs of ELLs. Our grade conferences often focus on the needs of our ELL and Former ELL students because of the number of students and the level of need.

Staff developers and educational consultants are invited to our school to provide training in innovative and effective instructional techniques for ELLs and at-risk students. In the 2009-2010 school year, P.S. 102 implemented the Reading Reform program in two classrooms (a first and a second grade classroom) in our school; we have widened the implementation to include a kindergarten class, another first grade class, and two CTT classes. The classroom teachers continue to receive intensive training in the Reading Reform methodology and our at-risk students have shown steady progress during the course of the year. Several classroom teachers have also participated in the America's Choice Writing Aviation Training program that focuses on improving the writing skills of our ELL and at-risk students. Teachers who are interested in learning new techniques are also encouraged to attend workshops outside of our school, such as those offered at Bank Street College, the NYC DOE Office of English Language Learners, and the ELL Leadership Institute. Traditionally, workshop fees are paid for by our school. Classroom, special education, and ESL teachers who have participated in professional development workshops geared to the needs of our ELL population have also conducted turnkey staff development during staff and grade conferences that include special education teachers, AIS providers, related service providers (such as speech teachers and OT/PT providers) and paraprofessionals to highlight the strategies and tools they have acquired in their training.

Our bilingual school psychologist has attended various workshops focused on issues related to ELLs. She attended a workshop in July 2010 at Fordham University entitled "Understanding and Addressing the Needs of ELLs: The Use of Response to Intervention for Planning Instruction and Intervention with ELLs." She is also attending the Diversity Series sponsored by the Bilingual School Psychology Support Center and BETAC which included a workshop on November 2, 2010 entitled "Distinguishing Language Acquisition from

## 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.

Our parent coordinator Margaret Sheri is a valuable member of our school community. She maintains a list of ESL resources, tutors, and volunteer interpreters and translators. She also maintains the parent information board & table. She coordinates the P.S. 102 Parent Library that includes many bilingual books, organizes parent workshops, works with the PTA and school staff on monthly school spirit events, and collaborates on special events such as the P.S. 102 Welcome Mural Project, the annual Beach Clean-Up, TV Turnoff Week, Garden Club, Family Math Nights, Movie Nights, Ice Skating Nights, and ECOFEST. The P.S. 102 Welcome Mural Project included many people from the school community as well as the broader Bay Ridge community; the multicultural images and multilingual expressions of welcome were designed to extend a welcoming greeting to all of our P.S. 102 families. Ms. Sheri is also running an ESL class for parents on Wednesdays from October 2011 through May 2012 which focuses on developing conversational skills. Ms. Sheri also coordinates the P.S. 102 website which offers a great deal of information including an updated calendar of school events and translated parent guides. She will be hosting an introduction to the internet workshop to teach parents how to visit the P.S. 102 workshop as well as navigate the NYC DOE Parent ARIS site.

The ESL staff collaborates with the parent coordinator to organize parent workshops that focus on ways parents can reinforce language acquisition and academic development for our ELLs as well as ensure their active participation in the classroom. With the assistance of our parent coordinator, the ESL department provides ESL materials appropriate for adults to inquiring parents. Our parent coordinator distributes translated information about adult ESL programs and other community resources. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, and other events.

Our parent coordinator also coordinates the Learning Leaders program which provides tutoring for our students, including our ELLs, who need further academic support. The Learning Leaders program trains many ELL and bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process as well as in our school.

2.

In addition to our successful partnership with the Learning Leaders organization, our school maintains a partnership with Heartshare Human Services of NY. Heartshare runs the PS 102 One World After School Program where many of our ELL students continue their learning day. We also have a partnership with the Arab American Association of New York. The organization provides adult ESL classes, family literacy programs, and other social services to our ELL parents upon referral. The Brooklyn Public Library has also partnered with our school for various events. Ms. Sheri is offering another tour of the nearby branch later in the school year; last year, over 50 parents turned out for the tour and were very eager to learn about the library's offerings.

3.

Because we strongly feel that parental involvement has a major impact on student performance and achievement, our school evaluates the needs of our parents in different ways. The school administration reviews the parental responses to the annual Learning Environment Survey and addresses any specific needs. Our parent coordinator also conducts periodic surveys to find out if parents want informative workshops on certain topics or if they have any specific concerns related to the school. She also conducts a parent survey to find out what language the parents prefer for written information. Attendance at parent meetings and schools events is monitored to check for any trends. We also try to get feedback from classroom teachers, guidance counselors, school secretaries and other staff members regarding parental concerns to troubleshoot any problems or find ways to enhance communication between the school and home settings.

4.

The PS 102 staff works as a team to create an environment in which students and parents from all backgrounds feel valued and welcomed. Our staff is dedicated and determined to meet the individual needs of all of our diverse students with the hope that they will achieve their full academic potential in the classroom and become productive members in our community. Our parent involvement activities encourage all parents to become a part of our school community so that they can participate actively in their children's educational journey.

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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. As stated above, our newcomer ELLs (0-3 years of ELL services) participate in our freestanding ESL program. They are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting; we make every effort to assign Learning Leaders who have the same native language background to our newcomer ELLs to provide additional academic, social and emotional support. The classroom teachers are also encouraged to implement the buddy system, where a native English speaker works each day on developing both social and academic language through fun activities. When possible, Newcomers work with a classmate who shares the same native language to translate directions and tasks. We have set up English Language Learning Centers with hands-on

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Our ELLs receiving 0-3 years of ESL services in grades kindergarten through 2 participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Our kindergarten ELLs often participate in a Wilson Foundations Program with a trained teacher. When Foundations assessments reflect that students require additional support, they participate in the program for small group reinforcement of phonics, phonemic awareness and other early literacy skills. Our first grade ELLs may participate in our Reading Recovery program as well as our small group Leveled Literacy Intervention program staffed with two teachers with extensive training and expertise in Reading Recovery. Our second grade ELLs may participate in our small group Leveled Literacy Intervention program with an experienced AIS provider. We have also introduced the Reading Reform program in several kindergarten, first and second grade classrooms that include a large number of ELLs at this point in time. The Reading Reform program provides research-based multisensory literacy instruction as well as extensive teacher training in the methodology.

Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by certified ESL teachers; ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy, math and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring; the academy focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.

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Our ELL students are also provided with the recommended testing accommodations such as the use of glossaries, a third reading of

### Additional Information

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

Paste additional information here

### 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)?

N/A

### 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.

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This collaboration takes place during professional development, grade conferences and informal meetings. During our professional development, workshops are provided to expose teachers and paraprofessionals to new techniques and strategies to strengthen the language, content area, and literacy skills of our ELLs. Our current school-wide goals are improving listening comprehension skills thereby accelerating the progress of all student subgroups including ELLs and promoting academic rigor in a thinking curriculum by expanding our depth of knowledge. Reading specialists and ESL teachers also provide workshops to colleagues and parents that target the needs of ELLs. Our grade conferences often focus on the needs of our ELL and Former ELL students because of the number of students and the level of need.

Staff developers and educational consultants are invited to our school to provide training in innovative and effective instructional techniques for ELLs and at-risk students. In the 2009-2010 school year, P.S. 102 implemented the Reading Reform program in two classrooms (a first and a second grade classroom) in our school; we have widened the implementation to include a kindergarten class, another first grade class, and two CTT classes. The classroom teachers continue to receive intensive training in the Reading Reform methodology and our at-risk students have shown steady progress during the course of the year. Several classroom teachers have also participated in the America's Choice Writing Aviation Training program that focuses on improving the writing skills of our ELL and at-risk students. Teachers who are interested in learning new techniques are also encouraged to attend workshops outside of our school, such as those offered at Bank Street College, the NYC DOE Office of English Language Learners, and the ELL Leadership Institute. Traditionally, workshop fees are paid for by our school. Classroom, special education, and ESL teachers who have participated in professional development workshops geared to the needs of our ELL population have also conducted turnkey staff development during staff and grade conferences that include special education teachers, AIS providers, related service providers (such as speech teachers and OT/PT providers) and paraprofessionals to highlight the strategies and tools they have acquired in their training.

Our bilingual school psychologist has attended various workshops focused on issues related to ELLs. She attended a workshop in July 2010 at Fordham University entitled "Understanding and Addressing the Needs of ELLs: The Use of Response to Intervention for Planning Instruction and Intervention with ELLs." She is also attending the Diversity Series sponsored by the Bilingual School Psychology

## 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.

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## 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.

Our parent coordinator Margaret Sheri is a valuable member of our school community. She maintains a list of ESL resources, tutors, and volunteer interpreters and translators. She also maintains the parent information board & table. She coordinates the P.S. 102 Parent Library that includes many bilingual books, organizes parent workshops, works with the PTA and school staff on monthly school spirit events, and collaborates on special events such as the P.S. 102 Welcome Mural Project, the annual Beach Clean-Up, TV Turnoff Week, Garden Club, Family Math Nights, Movie Nights, Ice Skating Nights, and ECOFEST. The P.S. 102 Welcome Mural Project included many people from the school community as well as the broader Bay Ridge community; the multicultural images and multilingual expressions of welcome were designed to extend a welcoming greeting to all of our P.S. 102 families. Ms. Sheri is also running an ESL class for parents on Wednesdays from October 2011 through May 2012 which focuses on developing conversational skills. Ms. Sheri also coordinates the P.S. 102 website which offers a great deal of information including an updated calendar of school events and translated parent guides. She will be hosting an introduction to the internet workshop to teach parents how to visit the P.S. 102 workshop as well as navigate the NYC DOE Parent ARIS site.

The ESL staff collaborates with the parent coordinator to organize parent workshops that focus on ways parents can reinforce language acquisition and academic development for our ELLs as well as ensure their active participation in the classroom. With the assistance of our parent coordinator, the ESL department provides ESL materials appropriate for adults to inquiring parents. Our parent coordinator distributes translated information about adult ESL programs and other community resources. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, and other events.

Our parent coordinator also coordinates the Learning Leaders program which provides tutoring for our students, including our ELLs, who need further academic support. The Learning Leaders program trains many ELL and bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process as well as in our school.

2.

In addition to our successful partnership with the Learning Leaders organization, our school maintains a partnership with Heartshare Human Services of NY. Heartshare runs the PS 102 One World After School Program where many of our ELL students continue their learning day. We also have a partnership with the Arab American Association of New York. The organization provides adult ESL classes, family literacy programs, and other social services to our ELL parents upon referral. The Brooklyn Public Library has also partnered with our school for various events. Ms. Sheri is offering another tour of the nearby branch later in the school year; last year, over 50 parents turned out for the tour and were very eager to learn about the library's offerings.

3.

Because we strongly feel that parental involvement has a major impact on student performance and achievement, our school evaluates the needs of our parents in different ways. The school administration reviews the parental responses to the annual Learning Environment Survey and addresses any specific needs. Our parent coordinator also conducts periodic surveys to find out if parents want informative workshops on certain topics or if they have any specific concerns related to the school. She also conducts a parent survey to find out what language the parents prefer for written information. Attendance at parent meetings and schools events is monitored to check for any trends. We also try to get feedback from classroom teachers, guidance counselors, school secretaries and other staff members regarding parental concerns to troubleshoot any problems or find ways to enhance communication between the school and home settings.

4.

The PS 102 staff works as a team to create an environment in which students and parents from all backgrounds feel valued and welcomed. Our staff is dedicated and determined to meet the individual needs of all of our diverse students with the hope that they will achieve their full academic potential in the classroom and become productive members in our community. Our parent involvement activities encourage all parents to become a part of our school community so that they can participate actively in their children's educational journey.

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# 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)	43	3	7	5	3	7								68
Intermediate(I)	18	11	9	1	4	3								46
Advanced (A)	7	19	7	5	9	8								55
Total	68	33	23	11	16	18	0	0	0	0	0	0	0	169

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	33	1	5	1	0	2							
	I	5	2	3	4	2	4							
	A	12	21	6	2	10	6							
	P	30	24	12	6	6	9							
READING/ WRITING	B	42	3	6	5	3	7							
	I	20	10	10	1	4	3							
	A	7	14	7	5	9	8							
	P	11	21	3	2	2	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3	2	0	10
4	3	10	2	0	15
5	7	9	1	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	6	0	0	0	13
4	2	0	5	0	10	0	1	0	18

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	0	10	0	4	0	1	0	20
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	11	0	5	0	18
8									0
NYSAA Bilingual Spe Ed									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. Our school administers a pre-entry readiness assessment to our incoming kindergarteners in order to have a better gauge on the foundational skills our incoming students have in their funds of knowledge as well as to identify candidates for our Reading Reform program. In addition, our classroom teachers in Grades K-5 use the Rigby PM Benchmark system to assess the early literacy skills of our students including our ELLs, to identify their independent and guided reading levels as well as to monitor their progress toward grade-level standards. We track each student's reading progress from kindergarten through fifth grade on the P.S. 102 Record of Reading Progress; each student's reading level is formally assessed using the Rigby PM Benchmark as well as other tools in October, February and May of each year. The P.S. 102 Record of Reading Progress is passed on to each successive teacher and gives a visual snapshot of the student's progress toward grade-level reading standards as well as one way of determining whether the student requires any intervention services. We also use teacher-created reading inventories, running records, conference notes, and Wilson Foundations assessments in addition to the McMillan McGraw Hill reading program assessments to assess the literacy skills of our ELLs throughout the school year. Our school has also implemented the use of the Comprehensive Assessment of Reading Strategies (CARS) program designed by Curriculum Associates to aid teachers from kindergarten through fifth grade in identifying the level of mastery of core reading strategies as well as to provide students with practice in self-assessment and goal setting. In addition, Everyday Math assessments and teacher-created math assessments in grades K-5 and the Comprehensive Assessment of Math Strategies program in grades 1-5 are used to assess mastery of math skills and strategies, to identify the instructional needs of individual students as well as to measure their on-going progress during the school year. Our school has also created standards-based report cards and teachers are using them as a checklist to measure on-going progress. Our ESL teachers also use teacher-made assessments modeled after the NYSESLAT as well as unit assessments from the Treasure Chest and On Our Way to English programs. We also use the ELL Periodic Assessments in Grades 3-5 to track how our ELLs are progressing in the different modalities and to help ESL and classroom teachers identify student strengths and weaknesses in order to plan for future instruction.

The information gathered from the various assessment tools in use now as well as in the past (ECLAS-2) revealed a need for strengthening phonemic awareness, phonics skills, as well as decoding skills among all our students in the primary grades but especially our ELLs. We adopted the use of Wilson Foundations in K-2 in Fall 2007 as a cornerstone of our phonics program. We saw a marked increase in the percentage of kindergarteners achieving mastery in the ECLAS-2 in the area of alphabet recognition, alphabet writing, spelling, and sight word reading. We also introduced the research-based Reading Reform program (teaching reading, writing, and spelling through a multisensory approach) to several classrooms- a first and a second grade class in Fall 2009, an additional kindergarten and first grade class in Fall 2010, and additional first and second grade CTT classes in Fall 2011- in order to provide students, including many of our struggling ELLs, another successful method of mastering foundational reading and writing skills. We are also working collaboratively on each grade as well as communicating with teachers who work on the contiguous grades in professional learning communities to carefully plan instruction for our students including our ELLs, our gifted and talented students, and our special education students. Our school goals for the current school year focus on improving listening comprehension skills across the grades as well as promoting academic rigor by planning activities and questioning techniques to develop higher level thinking skills and thereby expand our students' depth of knowledge.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>The Bay View School</u></b>		<b>School DBN: <u>20K102</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Dovi	Principal		11/1/11
Cornelia Sichenze	Assistant Principal		11/1/11
Margaret Sheri	Parent Coordinator		11/1/11
Donyal Svilar	ESL Teacher		11/1/11
Gamelah Almansoori	Parent		11/1/11
Jacklynn Zaremski- 2 <sup>nd</sup> Grade	Teacher/Subject Area		11/1/11
Michael Silverman- 5 <sup>th</sup> Grade	Teacher/Subject Area		11/1/11
Ann Perrone	Coach		11/1/11
Marianne Fletcher	Coach		11/1/11
Lorraine Perazzo	Guidance Counselor		11/1/11
Neal Opromalla	Network Leader		11/1/11
Zoraida Grillo	Other <u>ESL</u>		11/1/11
Laura Fasanelle-Kelly	Other <u>Assistant Principal</u>		11/1/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K102** School Name: **The Bay View School**

Cluster: **4** Network: **409**

**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**

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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.

Upon registration, all parents complete a Home Language Identification Survey to determine the child's home language. In addition, a brief oral interview with the parent and the child is conducted along with the completion of the Home Language Identification survey by a trained pedagogue. The revised Home Language Identification Survey includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in writing or orally. After reviewing this information, written translation and oral interpretation needs can now be assessed at registration for newly admitted students. The Parent Coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation.

We also review various ATS reports such as the Home Language Aggregation Report and the Place of Birth Report to monitor shifts in our demographics. In addition, we conduct informal interviews among the school staff, parents of our ELLs as well as parents who may speak another language to assess the need for translation or interpretation services. We review records of the number of requests for interpretation and past participation of non-English speaking parents at school events, parent workshops, and conferences.

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.

After reviewing the responses to the language survey, our findings reveal that the majority of parents who responded to the survey requested translation in Spanish and Arabic (approximately 100 each). Approximately 50 families requested Chinese translation. A smaller number of parents requested Bengali, Polish, Polish, Russian, or Urdu translation (approximately 3-10). These numbers will be updated annually to reflect the needs of our incoming kindergarten class and new admits to grades 1-5.

The findings of the school's written translation and oral interpretation needs were reported at open PTA General and Executive Board meetings, School Leadership Team meetings and Faculty Conferences.

## Part B: Strategies and Activities

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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.

Teachers, administrators, and the PTA will provide the Parent Coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers. We will also collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates, etc. that can be used by all staff members. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. Copies of translated notices or information are available at the Parent Information Table in the main lobby.

We also have a school website that posts useful information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translatable in all of our major language groups.

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.

We plan to provide oral interpretation services for our annual ELL orientation as well as our monthly PTA general meetings and parent workshops which occur 1-2 times a month in our four major language groups, using paraprofessionals and parent volunteers. If needed, we will use DOE contracted interpretation services and the DOE over-the-phone translation line. We have purchased headsets with transmitters and receivers that can be used to provide simultaneous interpretation at events.

We have updated our school phone messaging system and have added Spanish as an option to help parents navigate the system. We also have a school website that provides important information about school events, test dates, opportunities for students, etc.; our website is updated on a daily basis by the parent coordinator and is instantly translatable in all of our major language groups.

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. 102 posts notices regarding the availability of translation and interpretation services in the lobby as well as the main office. School personnel are also aware of the translation and interpretation resources available in the school building as well as the NYC DOE. The Parent Coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation or have an interpreter available at important meetings and events. Teachers, administrators, and the PTA will provide the parent coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers or through the use of the over-the-phone translation line. We will also collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates, etc. that can be used by all staff members

## 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: The Bay View School	DBN: 20K102
Cluster Leader: Cluster 4/ Christopher Groll	Network Leader: 409/Neal Opromalla
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ✱Saturday academy      ✱Other: Saturday NYSESLAT
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply): ✱K    ✱1    ✱2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 14 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 10

## 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:

P.S. 102 believes that all children can achieve academically and socially when provided with an interactive and challenging instructional program focused on the individual needs of our multicultural students. The current enrollment of 1,295 students (K-5) represents a diverse community population. Approximately 14% of our population, 177 students, are currently identified as English Language Learners and receive ESL services. P.S. 102 has four certified ESL teachers on staff who service ELLs in a free-standing ESL program.

Our Free-Standing ESL program provides instruction for our eligible ELLs. Each of our four certified ESL teachers work with three to five ELL groups per day based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs per week. In the 2011- 2012 year, each ESL teacher is working with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade. ESL teachers are following the pull-out model when providing instruction to our beginner, intermediate, and advanced ELLs. Where there are clusters of ELLs in a single class, ESL teachers provide push-in services or a combination of push-in and pull-out services.

Our instructional approaches are aligned with NYS Common Core learning standards. Our goal is to provide a rich and differentiated language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) as well as develops language and academic skills in literacy and the content areas so that our ELLs will demonstrate growth in English language proficiency as measured by the NYSESLAT. Additionally, we provide support for our ELLs in grade 3-5 so that they can perform on grade-level on literacy, math, and content area state tests. Our school utilizes the Balanced Literacy model in conjunction with language arts/reading programs such as Macmillan-McGraw Hill Treasures reading/language arts program, Wilson's Foundations, and Spotlight on Literacy. The ESL teachers who service the upper grades use the ELL component of the Treasures program, Treasure Chest, to provide additional language and literacy support and scaffolding to our ELLs. Our ESL teachers working with ELLs in early childhood use the Rigby On Our Way to English series which provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels.

Title III Instructional Programs

Our Title III ELL After-school Enrichment program will consist of approximately 40 to 60 English

## Part B: Direct Instruction Supplemental Program Information

Language Learners (ELLs) who require additional language, literacy and academic development. The after-school program will run from January 12, 2012 through March 30, 2012 for one hour sessions on Thursday and Friday. A certified ESL teacher will work in collaboration with 3 common branch teachers to provide instruction to ELLs from grades K through 5 in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. We are tentatively planning for four groups of ELLs that will meet twice a week for 60 minutes for 11 weeks or 22 one hour sessions (a total of 88 instructional hours). Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, math and ELA test practice materials, and listening center materials. We will also provide professional development for the teaching staff focused on differentiation of instruction for ELLs as well as using effective ESL strategies with ELLs throughout the school year. A supervisor will be on site at no cost to the Title III Supplemental Program.

The Saturday ELL Academy will run for 4 Saturday sessions in April / May 2012 (tentatively scheduled on March 24, March 31, April 21, and April 28, 2012) to provide students with instruction geared toward the upcoming NYSESLAT. Four certified ESL teachers will provide small-group instruction to approximately 40- 50 ELLs in grades 2-5 during the Saturday ELL Academy for 3 hours per week for four weeks. The ESL teachers will familiarize the students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities prior to the administration of the NYSESLAT. The goal of the program is to provide extra support in an optimal environment so that our ELLs will be able to demonstrate growth in their English language proficiency. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, literacy learning materials, and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings. Two hours per-session will be allocated as ESL curriculum development planning sessions for the certified ESL teachers to set up the program rosters, notify parents, brainstorm ideas, develop appropriate materials, and procure NYSESLAT samplers. A teacher in charge will be on site for the four Saturday sessions for four hours to ensure a safe and rigorous academic environment and will be paid at the teacher per session rate. A school aide will assist at no cost to the Title III Supplemental Programs.

We will also conduct an ELL Academy for ELA/Math for our English Language Learners in grades 3, 4 and 5 on five Saturday sessions in February and March 2012 (tentatively scheduled on February 11, February 18, March 3, March 10, March 17, 2012) for 3 hours. Two certified ESL teachers will be teamed up with 6 classroom teachers during small group instruction for approximately 70 ELLs and Former ELLs who will be taking the NYS ELA and Math tests in April 2012. The ESL teachers will provide push-in support and ESL expertise for one hour to each of the three classroom teachers assigned to specific grade level. Our goal is to provide the students with language, literacy, and academic support as well as optimal learning opportunities to prepare the students for the upcoming tests. Allocated funding will be used to purchase grade level instructional materials such as ELA and Math test practice materials, literacy center materials, and listening center materials as well as provide professional development for

### Part B: Direct Instruction Supplemental Program Information

the teaching staff in the effective use of ESL strategies with ELLs. A teacher in charge will be on site for the five Saturday sessions for four hours to ensure a safe and rigorous academic environment and will be paid at the teacher per session rate. A school aide will assist at no cost to the Title III Supplemental Programs.

### 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: Our classroom teachers, ESL teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by our CFN network and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another. Our network is in the process of securing professional development related to English Language Learners which will include two 3-day institutes as well as additional grade-specific days for classroom and ESL teachers throughout the 2011-2012 school year. Our ESL teachers are planning to attend some of the professional development opportunities offered by the NYC DOE Office of ELLs such as "Distinguishing between Language Acquisition and Learning Disabilities" on November 4, 2011, "Brain Research: Keeping ELLs in Mind" in Spring 2012, and "Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs" throughout the year. A small amount of Title III Supplemental funds- \$500.00 - will be used toward professional development opportunities such as the Bank Street Language and Literacy Series.

### 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:

Our parent coordinator is a wonderful resource for all of our parents and caregivers; in particular, she researches and distributes information about adult ESL classes and other parent resources in the community. Our parent coordinator is also conducting a Conversational ESL Class for parents on Wednesdays from October through June. In collaboration with the parent coordinator, the ESL department also provides ESL materials appropriate for adults to inquiring parents. She provides

**Part D: Parental Engagement Activities**

interpreters and translators when needed for parent teacher conferences, PTA meetings, parent workshops and other school events. Our P.S. 102 website is updated on a daily basis and is instantly translatable in several languages. In addition, she organizes the Learning Leaders program which provides tutoring for our struggling students including our ELLs. The Learning Leaders program also has several bilingual parents/community members in the program who are teamed up with ELLs who share a common native language. The Learning Leaders program continues to be an effective way to involve parents in our school. Our parent coordinator also organizes a variety of family activities such as movie nights and sports nights to encourage parents to participate in school-wide events. Another successful event was the P.S. 102 Welcome Mural Project which involved many of our parents and community members; the mural includes images reflective of our multicultural community as well as the word "welcome" in a multitude of languages. These activities will take place at no cost to the Title III budget.

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

