



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**

P.S./I.S. 102 BAYVIEW \_\_\_\_\_

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

24Q102  
\_\_\_\_\_

**PRINCIPAL:** ANTHONY PISACANO

**EMAIL:** APISACA.SCHOOLS.NYC.GOV  
\_\_\_\_\_

**SUPERINTENDENT:** MADELENE CHAN  
\_\_\_\_\_

**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
Anthony Pisacano	*Principal or Designee	
Barbara Leibowitz	*UFT Chapter Leader or Designee	
Diane Marie Hudson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sandy Halaka	Member/Parent	
Laura Murphy	Member/Parent	
Matthew Borelli	Member/Teacher	
Brian Weiss	Member/Teacher	
Maria Enaboifo	Member/Parent	
Nermeen Eldardey	Member/Parent	
Mary O’Donnell	Member/Teacher	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Math – Continue the alignment of the curriculum to the Common Core Learning Standard to better assist students in the development of the mathematical process of modeling in math resulting in an increase of level 3 students by 65% as measurable by the 2012 performance tasks and rubrics.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - When assessing students' work on class assignments in both informal and formal assessments, it was noted that responses were deficient in demonstrating understanding of mathematical processes through modeling.

### **Instructional strategies/activities**

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

### **Instructional Strategies and Activities:**

- We are using the CCSS and the citywide instructional expectations focus as a basis for the introduction of Modeling in Math. In order to reach this goal our teachers are demonstrating how mathematical problems and their solutions is part of the real world. We aim to expose our students to many different real world problem-solving situations that will vary in difficulty and allow for multiple solutions.
- Teachers will expand their use of physical models in order to assist students in the conceptual understanding of math. Modeling in Math will become a school wide expectation.

- Monthly math meetings will take place on every grade level to discuss how modeling in math applies to the upcoming unit of study. Along with the math coach, teachers will develop tasks to expand the use of manipulatives as a method of building this concept using Webb’s Depth of Knowledge matrix
- Teachers are made a part of the decision making process from the development of the tasks/activities and rubrics for through to assessment. Throughout the unit, teachers will choose the task/activities for students to work on and then adjust and/or re-teach based on observations of student’s work.
- The implementation of this goal began upon the completion of professional development and training in November 2011 and will continue to the conclusion of the school year.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- See pages 15-20

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Currently our staff is comprised of 100% of Highly Qualified Teachers as per the results of the 2010-2011 BEDS survey.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Not applicable, however Community Based Organizations support student progress through various after school programs such as: Maspeth Town Hall After School Homework Help and Recreation, C.H.A.M.P.S., Queens Theatre in the Park, New York Young Runners Club.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - ELA – To imbed rigorous tasks in units of study that are aligned with Common Core Learning Standards and establish contextual integrity so that teachers can assess students’ growth and adjust pedagogical practices to assist students in meeting state standards hence increasing the number of students achieving a level 3 by 65% as measured by the 2012 New York City Department of Education performance tasks and rubrics

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - In order to implement a Common Core aligned curriculum tasks have been introduced as a method of providing instructional support. A deep analysis of these tasks identified areas of pedagogical focus and academic rigor to meet the needs of all learners to successfully complete these tasks.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- We are presently using the developmentally based program Literacy by Design in grades K-2 and the CCSS units of study in literacy in grades 3-8 in order to ensure a rigorous curriculum.
- Curriculum maps are developed from grades K-8 to align the CCSS with instructional expectations. Essential questions are developed to meet academically rigorous skills and strategies that are necessary for the unit. Activities and teaching points that are CCSS based are part of the maps. Included in the curriculum maps are end of unit assessment tasks that illustrate students understanding of the skills and strategies taught within the unit. Differentiation of instruction for ELLs and Special Education

Students is integrated into the maps.

- Cognitive strategy instruction is in place from grades K-8
- Each grade participates in a common professional period during which teachers collaborate with the literacy coach and administration in the development of units of study, culminating tasks and rubrics as well as, modifications to instruction necessary for ELLs and Special Education students
- Webb's Depth of Knowledge Matrix is being used as a method for developing rigorous tasks and rubrics
- Certain rooms have been designated for our "pull out" services (307A, 307B and 315). These rooms contain the necessary technology and/or resources to support student progress.
- ELL and Special Ed students will receive supplemental services through a push-in and limited pull-out program model This goals implementation began in September 2011

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - See pages 15-20

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Currently our staff is comprised of 100% of Highly Qualified Teachers as per the results of the 2010-2011 BEDS survey.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Not applicable, however Community Based Organizations support student progress through various after school programs such as: Maspeth Town Hall After School Homework Help and Recreation, CHAMPS, Queens Theatre in the Park, and New York Young Runners.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - ESL – To incorporate technologically based programs, specifically, Imagine Learning to facilitate English language acquisition and comprehension skills in order to increase the number of students achieving a proficient level in English by 16% as measurable by the NYSESLAT. We will provide supplemental services to special needs populations (Special Education and ESL) employing a variety of support materials in designated areas in the school, specifically rooms 307A, 307B and 315.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - It was noted that less students achieved a proficient level on the 2010 NYSESLAT than the prior year.
  - English Language Learners did not meet their AYP on the NYSTART report card.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- We are implementing the research based computer program Imagine Learning for facilitate the development of comprehension strategies
- Identified students will use the program during the school day (early morning program, after school program, supplemental service, or during ELA workshops)
- Both ESL support staff and classroom teachers received professional support in order to develop an understanding of the Imagine Learning programs goals and how to use assessments to drive instruction.
- Additional support will be provided and take place in designated areas of the school (307A, 307B and 315.)
- The programs effectiveness will be assessed by teachers through the use of the program's assessment as well as school based

formal and informal student assessments and the analysis of the results

- Meeting the Annual Yearly Progress target on the 2012 NYSTART report card.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- See pages 15-20

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Currently our staff is comprised of 100% of Highly Qualified Teachers as per the results of the 2010-2011 BEDS survey.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Not applicable, however Community Based Organizations support student progress through various after school programs such as: Maspeth Town Hall After School Homework Help and Recreation, C.H.A.M.P.S., Queens Theatre in the Park, New York Young Runners Club.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The following resources are used: Tax Levy Fair Student Funding, Title I, NYSTL, Title III, Contract of Excellence, all of which rely on public and private funding sources.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Special Education – To develop cognitive skills in our self-contained Special Education students using specific reading programs (5-6 & 7-8 Bridges to Literature, 3-4 Story Town) hence increasing their reading levels by at least 4 levels as measurable by the Fountas and Pinnell reading assessment. We will provide supplemental services to special needs populations (Special Education and ESL) employing a variety of support materials in designated areas in the school, specifically rooms 307A, 307B and 315.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - Although Special Education students did meet their Annual Yearly Progress this subgroup fell within the “safe Harbor” of the 2010-2011 school year as indicated on NYSTART

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - Bridges to Literature and Story Town are being used as the literacy program in self-contained rooms
  - Cognitive strategy instruction is in place in these classes
  - Students will participate in a limited “pull out” program model in order to reinforce skills
  - The “pull out” program model will also focus on Imagine Learning the technological program
  - Teacher’s will use a variety of materials in order to meet the individual needs of students such as: SRA Reading Labs, Hot Topics, Imagine Learning and Vocabulary Drills
  - Special Education English Language Learners will receive additional service through the ESL push-in and limited pull-out support services and a classroom paraprofessional

- Modifications are made to units of study in order to provide differentiation for students based on Individual Educational Plans
- Units incorporate cognitive strategy instruction, grammar, vocabulary and fluency while providing differentiation
- Discussion prompts assist students in the development of higher order thinking skills

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- See pages 15-20

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Currently our staff is comprised of 100% of Highly Qualified Teachers as per the results of the 2010-2011 BEDS survey.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Not applicable, however Community Based Organizations support student progress through various after school programs such as: Maspeth Town Hall After School Homework Help and Recreation, CHAMPS, Queens Theatre in the Park, and New York Young Runners.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - The following resources are used: Tax Levy Fair Student Funding, Title I, NYSTL, Title III, Contract of Excellence, all of which rely on public and private funding sources.

**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.

	<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>	13	0	N/A	N/A	0	0		0
<b>1</b>	15	0	N/A	N/A	3	0		0
<b>2</b>	7	1	N/A	N/A	5	0		1
<b>3</b>	9	6	N/A	N/A	4	0		0
<b>4</b>	11	10	5	0	2	0		1
<b>5</b>	14	12	0	0	6	0		0
<b>6</b>	5	5	0	5	0	0		2
<b>7</b>	8	3	0	3	4	0		1
<b>8</b>	5	5	9	5	0	0		1
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	These programs provide additional ELA instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. Writing is the focus of the inquiry groups on each grade. Foundations is a phonics-based reading program provided in a small group by a push-in AIS teacher in grades 1-2. Recipe for Reading is also a phonic-based program provided by the AIS push-in and pull out teachers in grades 3-5. <u>Making Connections</u> , <u>Focus</u> , and <u>TIME Exploring Nonfiction</u> are being used by push-in teachers for grades 3-6 to improve comprehension. Individual conferences, guided reading, and small group strategy lessons are provided by push-in AIS teachers and classroom teachers during literacy blocks. During the After School program teachers use Imagine Learning, Vocabulary Drills and the SRA Reading Labs to provide support and instruction.
<b>Mathematics:</b>	This program provides additional mathematics instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. Students are served through individual conferences and small group strategy lessons. A constructivist approach is utilized to build math concepts. Planning and ongoing assessment of students are done in collaboration with the classroom teachers. A Math After School Program will be provided for students who are a level 2 or 3
<b>Science:</b>	Students who were identified as at-risk based on teacher recommendation and the results of the 4 <sup>th</sup> & 8 <sup>th</sup> grade NYS Science exam are provided with intervention services during the school day. In order to prepare at risk students services are provided during the early morning 37.5 minutes and after school to emphasizing reading and writing nonfiction, specifically science related material. After school materials were selected to support a unit of study in nonfiction. An After School Program will be provided for students who are a level 1 or 2 in order to prepare them for the Spring Science Assessment
<b>Social Studies:</b>	Students, who are identified as at-risk based on teacher recommendation, are provided with intervention services emphasizing reading and writing nonfiction during the school day using Social Studies related material. Assessments are administered at the conclusion of each unit throughout the year to monitor student's achievement. After school materials were selected to support a unit of study in nonfiction.

<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The Guidance Counselor as a member of the Academic Intervention Team advocates for programs and services that positively impact student success. She provides developmental as well as prevention and intervention services. She supports and advises when students have academic, social, or emotional issues. She focuses on reducing disciplinary referrals and suspension rates. She teaches students' mediation and conflict resolutions. She facilitates access to community resources.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The School Psychologist provides crisis intervention services and communication with outside agencies for clinical or medical services for our students. She also consults with teaching staff on prescriptive educational strategies and behavioral interventions.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The Social Worker provides clinical supportive services as needed to at-risk students and their parents. Students are given support in dealing with learning and social issues. The Social Worker also makes referrals to outside community agencies for SWP, LEP, and the economically disadvantaged. She also consults with teaching staff on strategies and behavioral interventions.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The P.S. /I.S.102 nurse helps children to manage their asthma. The nurse sees the children, with parental consent, in grades 3-5 twice a year for "Open Airways" classes (6 sessions). Teaching by the nurse is done throughout the school year to those on asthma medications as needed. She monitors these students and keeps Benadryl and epi-pens in her office with 504 forms approved by doctors and parents.</p> <p>The nurse also teaches and monitors students with high Body Mass Index (BMI) on healthy eating habits through a program called Healthy Options and Physical Activity Program (HOP). The nurse keeps an eye on the students' glucose levels, catheterization, cardiac, eye, renal diseases, asthma, and seizures.</p> <p>Our health cluster teacher provides grades K-2 during September to January and grades 3-5 during February to June. She provides service on the following topics: mental health, personal and consumer health, physical activity, injury prevention, alcohol and other drugs, community and environmental health, family health, nutrition, and tobacco.</p>



**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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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;
- conduct Parent Workshops during the Midwinter Recess on topics such as: Growing Up Green in Queens, Young Audiences – Taiko Drums, Special Needs Resources, Taking Care of Yourself

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;
- 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.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 24Q102 **School Name:** Bayview

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After conducting an analysis of student performance data on state assessments, it was determined that our English Language Learner subgroups underperformed all other student groups. As a result, we have not made progress for our ELL subgroups a priority goal for this school year.

English Language Learners:

- It was noted that less students achieved a proficient level on the 2010 NYSESLAT than the prior year
- English Language Learners have not achieved Adequate Yearly Progress in English Language Arts as indicated on the State Accountability Report from New York State
- We have English Language Learners in grades 3-8 who are also identified as Students with Disabilities

**2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

- Partner with an SES to provide a Saturday academy for targeted Title I students
- Incorporate technologically based programs, specifically, Imagine Learning to facilitate English language acquisition and comprehension skills in order to increase the number of students achieving a proficient level in English by 16% as measurable by the NYSESLAT. We will provide supplemental services to special needs populations (Special Education and ESL) employing a variety of support materials in designated areas in the school, specifically rooms 307A, 307B and 315.
- Develop a systems approach to gathering, analyzing, and communicating data in order to inform instruction and promote student achievement.
- Teachers will engage in inquiry focusing on a deep analysis of student data: K-3 Fountas & Pinnell; 4-8 F & P and access ARIS ELA data
- Teachers will consistently use multiple ongoing assessments in literacy to inform instruction and provide appropriate instruction at all tiers
- Teachers will incorporate research based classroom practices to implement the instructional programs and monitor the effectiveness on meeting the needs of our student population.
- Teacher will keep students data in assessment portfolios and keep their daily conference notes in a binder to facilitate regular and on-going collaboration and discussions of growth trends in areas of identified challenges and weaknesses.
- Teachers create flexible/guided groups based on data and continually modify and change the groups and focus based on student strengths and weaknesses.
- Various programs such as Imagine Learning, Info Pair, Hot Topics and Thinking Maps will be utilized to support the ELL Students.
- Teachers will build academic language through shared reading and guided reading with the main focus on non-fiction and informational texts.
- AIS and ESL providers will push –in /pull-out English Language Learners and students with disabilities to offer an even smaller and differentiated instruction
- ESL teachers and AIS providers will collaborate to improve effective differentiation and modification strategies for students based on their assessed needs and goals.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Targeted General Education, Special Education and ESL teachers will receive ongoing professional development in the use of Thinking Maps provided the Literacy Coach and Network Support Specialist. We have put in place the following plan of action:

- Six-hours of training during the month of February is designed to help teachers learn each Map, understand how they are different from graphic organizers and realize how the Maps will improve teaching and learning for ELL and special needs students in their classrooms
- During the 8-week introductory period, teachers and students will take time to move students through each of the eight (8) Thinking Maps
- A series of three (3) follow-up sessions – four (4) hours each – will be scheduled during the school year

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

100% of classroom who provide service to our English Language Learners will self-assess their effectiveness using Charlotte Danielson's Framework for Teaching Teacher Assessment template and rubric.

Teachers receive ongoing Professional Development on the Framework for Teaching. Teachers collaborate during weekly planning meetings. Teachers will have Inter-visitations to other classes and schools to view teachers using the best practices in education. Teachers will complete their initial self-assessment and set professional goals for themselves. Individualized PD plans will be implemented, based on teacher responses, with the use of videos and modules on ARIS Learn.

Our Coaches and Network Support Specialists will provide ongoing Professional Development on the Danielson Framework. Administration will conduct focused snapshots and informal observations using the framework as a guide.

Each teacher will receive a copy of the, The Framework for Teaching. Teachers will engage in one on one conversation with the Principal to develop an action plan.

All Professional Development sessions will be conducted monthly throughout the school year.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The parent notification letter will be reproduced on school letterhead and sent home to parents and families in the languages represented in our school community. These languages include – English, Spanish and Chinese.

**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 [i](#).

**Part I: School ELL Profile**

**A. School Information [i](#)**

Cluster Leader/Network Leader <b>Charles Amundsen/Peggy Miller</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>102</b>
School Name <b>P.S./I.S. 102</b>			

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

Principal <b>Anthony Pisacano</b>	Assistant Principal <b>Michele Dzwonek</b>
Coach <b>Laurie Duke</b>	Coach
ESL Teacher <b>Josephine Bagni/ESL Coordinato</b>	Guidance Counselor <b>Alison Arduini</b>
Teacher/Subject Area <b>Kristen Cook/ESL Teacher</b>	Parent
Teacher/Subject Area <b>Cara Ciatto/ESL Teacher</b>	Parent Coordinator <b>Arelis Hernandez-Dilone</b>

Related Service Provider	Other <b>Barbara Leibowitz/Testing Coor</b>
Network Leader	Other

### 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>10</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>1192</b>	Total Number of ELLs	<b>208</b>	ELLs as share of total student population (%)	<b>17.45%</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. [D](#)

Upon registration, all parents complete a Home Language Identification Survey (HLIS), indicating whether and to what degree their child uses a language other than English at home. A licensed ESL teacher is available to guide and assist parents in filling out the HLIS. All ESL teachers submit a copy of their schedule to the main office. When a parent comes in to register their child, the secretary looks at the schedule to see if an ESL teacher is available to conduct the interview and assist the parents in filling out the HLIS. If no one is available, the secretary will then schedule a time for the parent to return when someone in the ESL department is available.

When conducting the oral interview with parents who are not fluent in English, our school provides translators in the two dominant languages within the school - Spanish and Chinese. The Parent Coordinator is on hand to translate for Spanish speaking parents and one of the upper grade teachers is made available for Chinese translations.

Once the interview has been conducted and the HLIS has been completed, the ESL Department reviews the surveys and decides whether or not the student is eligible for the LAB-R. If the student is eligible, an ESL teacher will administer the LAB-R within the first 10 days of the student's admit date. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly identified ELLs with an orientation that describes the three different programs that are available for ELLs. For Spanish speaking students who do not pass the LAB-R, the Spanish LAB is administered within 10 days of their admission date. The administration is done by Licensed ESL teachers who are fluent in Spanish. On occasion, our Parent Coordinator assists with the administering of the Spanish LAB.

In order to ensure that all ELLs receive the NYSESLAT annually, the ESL department reviews the NYSESLAT eligibility report in ATS (RLER). The testing coordinator then orders all assessments that include testing in the four modalities (Listening, Speaking, Reading and Writing). Prior to the administration of the NYSESLAT, the ESL coordinator creates a testing schedule utilizing the testing window that ensures that all four components are administered to all ELLs.

After the LAB-R and Spanish LAB have been administered to all incoming ELLs within the 10 days of admission, parents are invited to attend a parent orientation where their options of the three program choices (Free standing ESL, Dual Language, Transitional Bilingual) are thoroughly explained. At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. The school's Parent Coordinator, Arelis Hernandez-dilone, translates all of the information presented to the parents in Spanish and Wendy Chuang, a Science teacher translates in Chinese. They clarify and answer any questions that parents may have.

A video in nine languages provides parents of the ELLs with information on what options they have. Parents are broken up into groups, based on their native language. The video is then shown to each group in that language. By viewing the video, parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is available in several different languages.

After all parents have viewed the video, they are then asked to complete the Parent Survey and Program Selection Form. If a parent chooses a program that our school does not offer, we explain to the parent that we currently only offer Free Standing English as a Second Language and that they have the right to transfer their child to a school that has their desired program. If enough parents with the same language choose a program other than English as a Second Language, then the program will be implemented. We review parent choice letters each year from previous years to determine if we have enough parent interest in other programs (Dual Language & Transitional Bilingual) to open a class. In the future if we ever encounter the situation we will contact those parents and inform them of the new class situation.

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. Continued Entitlement letters are sent out at this time as well to all ELLs who are currently in the program. Teachers use their class rosters that contain the names of all identified ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will follow up with a phone call. They will explain the importance of returning the form and tell the parent that if the form is not returned promptly, their child will be assigned as a student in need of a Transitional Bilingual Program as per CR Part 154.

Although our student population is primarily Chinese and Spanish speaking, when necessary we contact the Translation hot-line to assist parents in other languages. Additionally, Ms. Kim, an ESL teacher translates for Korean parents and Ms. Patoli, our Science teacher translates for Urdu parents.

The trend over the last few years shows that most parents selected the English as a Second Language Program. This year we are hosting students from a school in another neighborhood and saw an increase of three parents interested in the Transitional Biligual program. The few parents that choose a program other than ESL are explained that they can transfer their child to another school after being informed that our school did not have a sufficient number of students for a bilingual class. If parents reject the option to transfer their child to another school, then the student is placed in the ESL program. If enough parents are interested in a program other than ESL, we would also contact parents who chose TBE/DL programs from the previous year. Based on parent feedback, the program model offered at our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

**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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	6	4	3	2	3	3	2	2	2	0				27
<b>Total</b>	6	4	3	2	3	3	2	2	2	0	0	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	179	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	27	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		
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	Total
TBE										0
Dual Language										0
ESL	179	0	15	27	0	7	2	0	2	208
Total	179	0	15	27	0	7	2	0	2	208

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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

**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
<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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

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

## Freestanding English as a Second Language

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	27	15	9	4	11	4	4	1	2					77
Chinese	25	15	15	8	9	9	3	6	6					96
Russian		1												1
Bengali			1		1	2								4
Urdu		1			1		1							3
Arabic					1	1								2
Haitian														0
French														0
Korean		1												1
Punjabi														0
Polish	1													1
Albanian														0
Other	8	2	4		3	4	1		1	0				23
<b>TOTAL</b>	<b>61</b>	<b>35</b>	<b>29</b>	<b>12</b>	<b>26</b>	<b>20</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>208</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

The school uses the push-in model, which promotes collaboration between the classroom teacher and the ESL teacher, decreases in-class instruction time loss, and decreases student travel time to and from the ESL classroom. Six certified ESL teachers push into the classroom to service the ELLs. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing workshops, vocabulary, grammar and/or social studies. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson. At the end of every school year, administrators, classroom teachers and ESL teachers collaborate to reorganize the ESL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in order to meet the mandated number of instructional minutes.

Students in the ESL program receive all instruction in English. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels (as determined by the LAB-R or NYSESLAT scores). The beginning and intermediate students receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes a week of ESL instruction. In addition, the Advanced students also receive 180 minutes of ELA instruction per week. These instructional minutes are delivered using the push-in model. To assure that the mandated number of instructional minutes is provided, ESL teachers create their push-in schedules based on the proficiency levels of the students.

Our balanced-literacy program is nonfiction focused, which permits the development of reading skills as well as the infusion of content

## A. Programming and Scheduling Information

knowledge in Science and Social Studies. Therefore, when an ESL teacher pushes into the classroom during literacy, he/she delivers instruction in English and uses a variety of resources to make content comprehensible. The teacher makes the objective clear to the students and the concepts taught are age appropriate. When planning lessons, teachers also take into consideration the students' L1 literacy, second language proficiency, and the reading level of the materials. ESL teachers also build on the students' prior knowledge and introduce new vocabulary in context. In the content areas, teachers also develop the students' academic language through read alouds. They focus on those Tier 2 words that are often difficult for ELLs. Teachers choose a "juicy" sentence and unpack the language of that sentence together with the students (Sentence Acrobatics). Teachers use several strategies such as TPR, "talk it out" or "draw it out" to make language meaningful for students. To make content comprehensible, teachers use additional materials such as charts, graphs, pictures, illustrations, realia, math manipulatives, videos, computers and demonstrations. The activities that teachers incorporate include lesson concepts as well as opportunities for ELLs to practice the English language within the four modalities. Students are given content area glossaries in Social Studies, Math and Science in their native languages

ELLs are appropriately evaluated in their native language when they take the Math and Science state tests. ELLs who choose to, can take the test in their native language, rather than in English. Their responses are then translated by a staff member who speaks the same native language. Once translated, the responses are evaluated and scored.

We target ELL subgroups and differentiate instruction in many ways. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels to make sure that they are properly serviced. Newcomers are invited to attend the Extended Day Program in which they will receive 37.5 minutes of instruction centered around basic vocabulary, sight words and social interaction skills. For this upcoming school year, newcomers will also have access to a computer-based program called Imagine Learning English. They will use this program five times a week, either during the Extended Day Program or during the day. By using this program, students receive direct strategy instruction as they learn key vocabulary words, listen to a narrator model how to read the text, and even record themselves reading. They also receive direct instruction on important reading comprehension strategies common to state tests. The program assesses each student to meet their individual needs and places students at their ideal starting point within the curriculum.

In order to prepare ELLs who have been here for one year and need to take the ELA test, we create a Test Prep unit of study. The unit covers essential skills and test taking strategies that students need to be successful on the ELA test. ESL teachers work on these strategies during Reading and Writing Workshop and use various resources such as sample ELA test questions, Comprehension Matters and Focus strategy books. Students also take the Periodic Assessments throughout the year, which includes a Predictive Assessment. The data from these assessments is used to group students for guided instruction in ELA.

For ELLs receiving 4 to 6 years of service, we continue to provide instruction based on their proficiency level and NYSESLAT modalities. Students are grouped based on their needs and small group instruction is provided to help students become proficient in all four modalities. For long term ELLs, we study each case and decide what other services should be provided, such as AIS, Extended Day Program, and/or after school programs. For those ELLs who are identified as having special needs, we follow the recommendations for goals and objectives as per their IEP. ESL teachers collaborate with classroom teachers to discuss these goals and plan instruction accordingly.

In our Extended Day Morning Tutorial program, we offer additional support to ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies.

In grades K-5, teachers of ELLs-SWDs use an instructional program called StoryTown. This program uses a variety of fiction and nonfiction selections that incorporates academic vocabulary that helps to create a rich learning environment through carefully selected words. StoryTown features an organized, direct approach to teaching reading. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. The program provides activities suited to different types of learners and classroom settings to reinforce instruction and learning.

In grades 6-8, teachers of ELLs-SWDs use a program called Bridges to Literature. This is a structured balanced literacy approach for

## A. Programming and Scheduling Information

teaching literacy skills to middle school students. The program uses engaging literature selections, combined with strategies and skills instruction, to help less-proficient readers prepare to read on-level literature. The literature selections contain high-interest, age-appropriate material with readability levels that address the needs of students with reading levels between 3.0 and 6.5. Teachers use the assessment tools provided in the program to determine reading levels, check reading fluency and monitor student progress. This program also provides access to academic content within the nonfiction selections that the students are exposed to.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
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### Native Language Usage and Supports

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

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

## NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

### 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?

Academic Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan and determines what additional services the students need. In our Extended Day Morning Tutorial program, we offer additional support to Intermediate and Advanced ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies. Our non-English and Beginner ELLs will be participating in a new computer-based program called Imagine Learning English. They will use this program 3-5 times a week, 20 minutes each session.

ELLs who have achieved proficiency on the NYSESLAT are referred to the Academic Intervention Team for instructional support. An academic intervention specialist provides this support for two years. Students are instructed individually or in a small group. Individual student progress is discussed at weekly AIT meetings. These students are also invited to our After School Programs for Reading, Writing, Math and/or Science.

For the upcoming school year, we will be implementing a new computer-based program called Imagine Learning English. The Imagine Learning English curriculum is founded on scientifically based research and state standards. The program focuses on the four modalities of language: Listening, Speaking, Reading and Writing. In this program, students watch video clips to learn the most useful conversational phrases in diverse settings, produce and record conversational phrases and listen to and respond to stories. Students also receive direct strategy instruction as they learn key vocabulary words, listen to a narrator model how to read the text, and even record themselves reading. Additionally, they receive direct instruction on important reading comprehension strategies common to state tests. This program strengthens phonemic awareness and builds comprehension by having students complete graphic organizers, write summaries and complete a journal response. Students also learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science and math. Students will use this program with guidance from their classroom teacher or an ESL teacher, 3-5 times a week, 20 minutes for each session.

At the end of last year, the programs set in place for ELLs were evaluated and were considered effective. Therefore, all programs currently being implemented will remain in effect for the upcoming school year.

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## B. Programming and Scheduling Information--Continued

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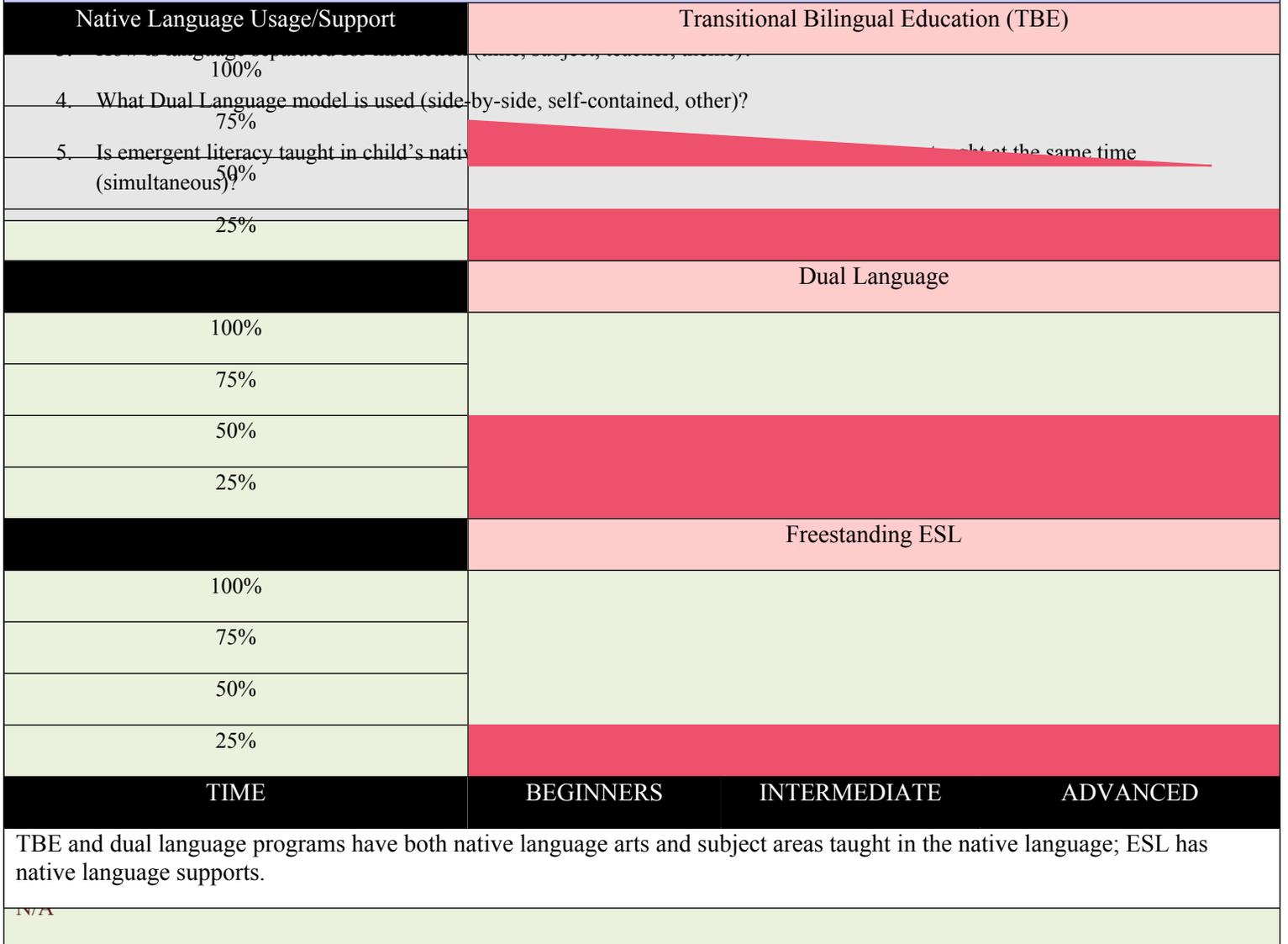
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### D. Professional Development and Support for School Staff

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.

Professional development at P.S./I.S. 102 is on-going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the Common Core State standards. Through professional development, teachers collaborate and share test results and scores are analyzed for instructional modification. Additionally, ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs. Additionally, the ESL Coordinator will attend monthly ELL Liaison Meetings that are given by the ELL Network Support Specialist. She will then turnkey the information to the rest of the ESL Department and/or other staff

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Assistant principals attend monthly professional development sessions offered by our CFN. Paraprofessionals also attend Professional development workshops both in and out of the school building. Guidance counselors attend professional development sessions that teach them how to assist all ELL students.

Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are transitioned seamlessly into an academic, rich environment. Therefore, the transition to middle school for our students is unencumbered, making it anxiety free for all ELLs. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and classroom environments. In June, ELLs in grade five will be invited to attend a seminar given by the guidance counselor to inform them of the changes they may encounter in the 6th grade. To help students transition to high school, our school offers workshops, individual and group counseling sessions and information packets in a variety of languages.

Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day) as well as after school sessions prior to administration of the NYSESLAT. This will ensure that any new teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) of ELL training in strategies that will assist ELL students. Once a teacher has completed the required hours of professional development, a certificate is printed and kept on file in the ESL Compliance Binder.

Several staff members that work with ELLs attend these workshops. This may include Assistant Principals, ESL Teachers, ESL Coordinator, Common Branch Teachers, Subject Area Teachers, Special Education Teachers, Guidance Counselors and Paraprofessionals. Activities and topics at these sessions may include: Planning instruction for ELLs, building academic language, selecting read alouds that contain “juicy sentences”, building a comfortable classroom environment for ELLs and helping ELLs achieve success in the content areas.

## 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?

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

We make parent involvement a big priority at our school. In order to develop a welcoming environment and parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Math Games Night, The 100th Day of School, school concerts and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are given throughout the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can provide additional support for their child at home. Additionally, the Parent Coordinator offers many workshops throughout the year for all parents, including parents of ELLs. Workshops are often held during monthly Parent Association meetings or at other times that are convenient for parents. Topics at these workshops include: Support at Home, Resources in the Community, Cyberbullying, Domestic Violence, Advice for State Tests and other helpful topics. The Parent Coordinator also accompanies parents of ELLs to the ELL Parent Conference that is hosted by the Board of Education and is held at Columbia University. This is an annual event that is usually held in the Spring. Parent attendance at this event has been very successful at our school for the last few years. In addition, the Parent Coordinator attends many workshops hosted by agencies such as, The Queensborough Hall Immigration Task Force, Building Communities and Western Queens Consultation Center. After attending these workshops, she turnkeys the information to parents at the school's monthly P.A. meetings.

The school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. Parents are also asked whether a translator in their native language would have been helpful at certain workshops. From the feedback that we receive, the school makes adjustments to what day and time they hold parent events. Translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language.

## B. Programming and Scheduling Information--Continued

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### C. Schools with Dual Language Programs

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

N/A

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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.

Professional development at P.S./I.S. 102 is on-going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the Common Core State standards. Through professional development, teachers collaborate and share test results and scores are analyzed for instructional modification. Additionally, ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs. Additionally, the ESL Coordinator will attend monthly ELL Liaison Meetings that are given by the ELL Network Support Specialist. She will then turnkey the information to the rest of the ESL Department and/or other staff members who work with ELLs. Professional development session will be given during monthly grade meetings on all grades. Teachers, paraprofessionals and out of classroom staff attend these meetings. Topics will included ELL students and Content Area Vocabulary, Building Comprehension Strategies in ELA, Building Academic Language and Support for the NYSESLAT.

Assistant principals attend monthly professional development sessions offered by our CFN. Paraprofessionals also attend Professional development workshops both in and out of the school building. Guidance counselors attend professional development sessions that teach them how to assist all ELL students.

Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are transitioned seamlessly into an academic, rich environment. Therefore, the transition to middle school for our students is unencumbered, making it anxiety free for all ELLs. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and classroom environments. In June, ELLs in grade five will be invited to attend a seminar given by the guidance counselor to inform them of the changes they may encounter in the 6th grade. To help students transition to high school, our school offers workshops, individual and group counseling sessions and information packets in a variety of languages.

Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day) as well as after school sessions prior to administration of the NYSESLAT. This will ensure that any new teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) of ELL training in strategies that will assist ELL students. Once a teacher has completed the required hours of professional development, a certificate is printed and kept on file in the ESL Compliance Binder.

Several staff members that work with ELLs attend these workshops. This may include Assistant Principals, ESL Teachers, ESL Coordinator, Common Branch Teachers, Subject Area Teachers, Special Education Teachers, Guidance Counselors and Paraprofessionals. Activities and topics at these sessions may include: Planning instruction for ELLs, building academic language, selecting read alouds that contain “juicy sentences”, building a comfortable classroom environment for ELLs and helping ELLs achieve success in the content areas.

## 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?

## E. Parental Involvement

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

We make parent involvement a big priority at our school. In order to develop a welcoming environment and parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Math Games Night, The 100th Day of School, school concerts and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are given throughout the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can provide additional support for their child at home. Additionally, the Parent Coordinator offers many workshops throughout the year for all parents, including parents of ELLs. Workshops are often held during monthly Parent Association meetings or at other times that are convenient for parents. Topics at these workshops include: Support at Home, Resources in the Community, Cyberbullying, Domestic Violence, Advice for State Tests and other helpful topics. The Parent Coordinator also accompanies parents of ELLs to the ELL Parent Conference that is hosted by the Board of Education and is held at Columbia University. This is an annual event that is usually held in the Spring. Parent attendance at this event has been very successful at our school for the last few years. In addition, the Parent Coordinator attends many workshops hosted by agencies such as, The Queensborough Hall Immigration Task Force, Building Communities and Western Queens Consultation Center. After attending these workshops, she turnkeys the information to parents at the school's monthly P.A. meetings.

The school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. Parents are also asked whether a translator in their native language would have been helpful at certain workshops. From the feedback that we receive, the school makes adjustments to what day and time they hold parent events. Translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language.

To assess early literacy skills, teachers use on-going running records and Fountas and Pinnell Benchmark assessments. They use formal and informal assessments, conference notes, individualized student goals and student portfolios to help determine what differentiated instruction is needed. This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

After reviewing NYSESLAT data from Spring 2011 and LAB-R data for new admits from Fall 2011, several patterns were revealed. In Kindergarten 53% of the students achieved a score of Beginning or Intermediate on the NYSESLAT and LAB-R. We attribute this to the fact that all of the students have been in the ESL program for one year or less and were therefore unfamiliar with standardized test taking. In addition, these students were not in the program long enough to acquire English proficiency. About 44% of the Kindergarten students scored at the Advanced and Proficient level in Reading and Writing, while 72% of these students scored at the Advanced and Proficient level in Listening and Speaking. This shows that Kindergarten students made good progress in Listening and Speaking throughout the year, showing that these students have stronger auditory and verbal skills than Reading and Writing skills. In order for these students to acquire proficiency in Reading and Writing, they need more time in the ESL program so they can continue to receive support that will help them gain proficiency in these areas.

In First Grade, 68% of students scored at the Advanced or Proficient level. About half of the first grade students tested proficient across all four modalities. This shows us that the students were more comfortable and familiar with the format of the test, since they had previously taken a test of the same format in Kindergarten. Also, ESL teachers used data from the NYSESLAT of the previous year to target student weaknesses within the four modalities (listening, speaking, reading and writing).

In Second Grade, 53% of the students scored at the Advanced and Proficient levels. In Third Grade, 61% of the students scored at the Advanced and Proficient levels. This shows a steady increase in the number of students who scored at the Advanced and Proficient levels

## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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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)	28	9	3	4	6	6	1	6	0					63
Intermediate(I)	18	10	4	6	8	3	2	1	4					56
Advanced (A)	41	17	5	11	8	4	3	4	1					94
Total	87	36	12	21	22	13	6	11	5	0	0	0	0	213

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	1	1	0	1	3	3	1	1	0				
	<b>I</b>	8	2	1	1	2	2	1	4	0				
	<b>A</b>	5	18	8	8	7	6	4	3	2				
	<b>P</b>	18	27	4	13	10	10	8	6	6				
READING/ WRITING	<b>B</b>	7	7	2	3	5	5	1	6	0				
	<b>I</b>	11	8	4	6	8	3	2	1	4				
	<b>A</b>	5	12	4	11	5	3	3	4	1				
	<b>P</b>	9	21	3	3	4	10	8	3	3				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	3	0	13
4	5	8	3	0	16
5	2	12	1	0	15
6	5	6	2	0	13
7	4	6	0	0	10
8	2	5	0	0	7
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	12	2	7	1	2	0	25
4	3	0	8	1	4	3	3	0	22
5	4	0	7	1	7	1	0	1	21
6	2	0	1	0	4	2	5	1	15
7	3	0	3	1	1	1	3	2	14
8	1	0	0	0	6	0	1	0	8
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	0	7	4	4	0	22
8	2	0	5	0	1	0	0	0	8
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								

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
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

To assess early literacy skills, teachers use on-going running records and Fountas and Pinnell Benchmark assessments. They use formal and informal assessments, conference notes, individualized student goals and student portfolios to help determine what differentiated instruction is needed. These assessments This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

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## 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.

## Part VI: LAP Assurances

School Name: .S./I.S. 102

School DBN: 24Q102

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Pisacano	Principal		11/1/11
Michele Dzwonek	Assistant Principal		11/1/11
Arelis Hernandez-Dilone	Parent Coordinator		11/1/11
Josephine Bagni	ESL Teacher		11/1/11
	Parent		
Kristen Cook/ESL	Teacher/Subject Area		11/1/11
Cara Ciatto/ESL	Teacher/Subject Area		11/1/11
Laurie Duke	Coach		11/1/11
	Coach		
Alison Arduini	Guidance Counselor		11/1/11
	Network Leader		
Barbara Leibowitz	Other <u>Testing Coordinator</u>		11/1/11
	Other		

**School Name:** S./I.S. 102

**School DBN:** 24Q102

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

DBN: 24Q102

School Name: P.S./I.S. 102

Cluster: 2

Network: 207

**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.

Every October, a survey is conducted in every classroom to identify the language parents would be most comfortable in when receiving school information. After all surveys have been completed and collected, an Excel spreadsheet is created by the Parent Coordinator and used by Administration, Teachers, and School Aides to disseminate translated versions of pertinent school information. For this school year, the survey identified the numbers of these languages: English 639(52.5%), Chinese 255(20.98%), Spanish 258(21.2%), Bengali 21(1.73%), Filipino 3(0.25%), Indonesian 6(0.49%), Urdu 7(0.58%), Korean 9(0.74%), Arabic 1(0.08%), Burmese 3(0.25%), Vietnamese 1(0.08%), Portuguese 1(0.08%), Persian 1(0.08%), Albanian 2(0.16%), Thibetan 1(0.08%), Farse 1(0.08%), Japanese 1(0.08%), Nepali 1(0.08%), Pukadesh 1(0.08%), Tagalog 3(0.25%) and Croatian 1(0.08%) of the 1,216 surveys that were collected. For oral interpretation needs, we hire outside translators and use the interpretation unit of the Department of Education for the Chinese and Spanish, who are used during Parent Teacher

Conferences. We also have several staff members who are fluent in Korean, Urdu and Bengali who assist in translations when needed.

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.

As noted above, these findings were reported to the School Leadership Team as well as discussed with the Instructional Cabinet. Copies of the language survey were also distributed to teachers, administrators, and aides. The school aide staff subsequently used these numbers when distributing the translated versions. The results of the language survey were also shared with parents at a Parents Association Meeting. At a Faculty Conference, teachers were made aware of the translators hired for the Parent Teacher Conferences.

Our findings showed that we need to provide translators at Parents Association Meetings and Parent Teacher Conferences in the two dominant languages, Spanish and Chinese. Standard forms and letters generated at the school level will be translated into Spanish and Chinese. Letters generated by the Department of Education will be distributed in the eight covered languages.

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.

School-wide Board of Education notices, which are already translated, are given by the principal to the school aides for copying. Using the parent language survey, school aides prepare class packets based on the number of translated versions needed. Documents, such as form letters, permission slips, etc. will be translated into the covered languages through the Translation and Interpretation Unit. Classroom teachers will be responsible for having translated versions of report cards available to parents. Bilingual staff members translate any notices, letters, and flyers in house that need prompt distribution, ex. ESL orientations, AIS workshops, and after school workshops.

Our school will provide the following:

- Health – we will translate notices, such as absence notices to parents using in-house staff or the Translation and Interpretation Unit.
- Safety – we will translate all notices regarding safety issues, such as our Evacuation Plan from the Safety Plan, Snow Day notices, etc. using the Translation and Interpretation Unit. We will also add a notation on blue emergency cards if the parent speaks a language other than English.
- Legal or Disciplinary Matters – we will translate all notices/letters, such as suspension letters, holdover letters, etc. using the Translation and Interpretation Unit.
- Entitlement to public education or placement in any special education, English Language Learner or non-standard academic program - all of these notices are already provided by the Department of Education in the primary languages.
- Telephone calls –Bilingual staff members will translate for emergency calls to parents/guardians.

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 will continue to hire outside vendors for translation into Spanish and Chinese at our Fall and Spring Parent Teacher Conferences. We will seek parent volunteers for translation services at Parents Association meetings. We enlist bilingual staff members for translation services during other pertinent meetings with parents. The Translation and Interpretation Unit will be used when needed.

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>.

- When parents register their child, they are asked to fill out a Home Language Identification Survey. At this time, the language that parents would like to receive written information from the school is identified. If parents request information in a language other than English, and it is one of the covered languages, they will be given a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

- A welcome sign and a sign informing parents that interpretation services are available are posted in the main lobby of the school. The signs are clearly visible when parents walk in the school through the main entrance. The signs are posted in the eight covered languages.

- If a parent or visitor does not speak English, a School Safety Agent or staff member will determine the language of the parent and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A or staff member on duty will escort the parent to the main office, where a school representative will contact the Translation and Interpretation Unit at 718-752-7373 to request telephone translation.

- If parents of more than 10% of the children at our school speak a language that is neither English nor a covered language, we will contact the Translation and Interpretation Unit to provide translations for any necessary documents.

- Parents who speak a language other than English are encouraged to visit the Department of Education's website at [www.nyc.gov/schools/offices/translation](http://www.nyc.gov/schools/offices/translation), where information is provided for parents in each of the covered languages.



## 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: <a href="#">P.S./I.S 102Q</a>	DBN: <a href="#">24Q102</a>
Cluster Leader: <a href="#">Carles Amundsen</a>	Network Leader: <a href="#">Peggy Miller</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">75</a> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">5</a> # of certified ESL/Bilingual teachers: <a href="#">5</a> # of content area teachers: <a href="#">0</a>

## 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./I.S 102's Title III program provides English Language Learners with supplemental instruction in an After-School program. The instructional program will service ELLs in grades 1-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. The first half of the program will focus on Beginning and Intermediate students, while the second half of the program will focus on Advanced students.

The After-School program specifically addresses instruction in English to improve literacy performance. It will meet two days a week, Mondays and Wednesdays, for a total of three hours a week. This program will meet for approximately 20 weeks beginning in November 2011 and concluding in April 2012. The first half of the program will start in November 2011 and continue until January 2012. The second half of the program will start in March 2012 and end in April 2012. This program will service approximately 10-15 students in five classes with five fully certified ESL teachers. Instruction will be provided in English to help students meet the Common Core State standards in ELA. Instruction will focus on literacy using ESL strategies and methodologies and vocabulary development to help students build academic language, thus achieve higher scores on the NYSESLAT and other State Assessments.

Teachers will use ongoing assessment such as one-to-one conferences, small group instruction and practice tests to gauge the student progress.

Supplementary materials will be provided to augment a variety of instruction. Among those are Options Just Right Reading, Connecting Vocabulary, Getting Ready for the NYSESLAT, and Finish Line Reading. Additionally, the Imagine Learning computer program will be used to help beginner students achieve proficiency in English. By using this program, students receive direct strategy instruction as they learn key vocabulary words, listen to a narrator model how to read the text, and even record themselves reading. They also receive direct instruction on important reading comprehension strategies common to state tests. The program assesses each student to meet their individual needs and places students at their ideal starting point within the curriculum. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

## 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: P.S./I.S. 102's Title III professional development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on preparing ELLs to meet and exceed the NYS Common Core Standards in ELA and to achieve higher scores on all state assessments. The teachers that will be receiving

### Part C: Professional Development

professional development are the five ESL teachers that are participating in the Title III program. These sessions will be used to help teachers plan for the after school sessions and choose appropriate materials to use with their students. In addition, teachers participating in the Title III program will receive professional development on the new computer-based program, Imagine Learning, that will be implemented this year. Teachers participating in the professional development workshops will be paid at the per session rate. A representative from Imagine Learning will provide teachers with training on how to use the program effectively with students. The Assistant Principal/ESL Supervisor will provide professional development on various topics for teachers that are participating in the after school program.

Topics that will be addressed during these professional development sessions are as follows:

1. One two-hour professional development session will be devoted on training teachers on how to implement the Imagine Learning program effectively and how to use the data from the reports to drive instruction.
2. One one-hour professional development session will be devoted on understanding the NYS Common Core Standards and aligning them to lessons and activities for ELLs.
3. One one-hour professional development session will be devoted on building academic language and preparing ELLs for the NYSESLAT.

### 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: P.S./I.S. 102's Title III program will provide parents of ELLs with the opportunity to attend workshop(s), so that they can better assist in the education and learning of their child at home. One two-hour session will be held entitled "Preparing ELLs for the NYSESLAT" (time and date to be announced to accommodate different schedules). This workshop is usually offered in March, before NYSESLAT testing begins. Parents will receive an invitation informing them about the workshop. The invitation is sent out in English, as well as in Chinese and Spanish, the two dominant languages in our school. Parents attending the workshop will become familiar with the NYS Common Core Language Standards and the NYSESLAT assessment. They will receive an individual profile of their child's NYSESLAT scores from the previous year and sample questions from the NYSESLAT. They will also take home a packet of reading and writing selections for practice as well as, ideas to develop language. Six fully certified ESL teachers and the Parent Coordinator will facilitate these workshops. General supplies such as folders, photocopy paper, notepads, overhead transparencies, pencils and books for home use will be purchased to support the parent workshops. Food and refreshments will be offered as well.

### 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>		