



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 104Q THE BAYS WATER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q104

PRINCIPAL: KATIE GRADY **EMAIL:** KGRADY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Katie Grady	*Principal or Designee	
Denise Johnson	*UFT Chapter Leader or Designee	
Daisy Cruz	*PA/PTA President or Designated Co-President	
Maria Rivera	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sangita Narain	Member/Parent	
Uella Dartrouche	Member/Parent	
Michell Harris	Member/Title I Representative	
Patricia Williams	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

Annual Goal #1

By June, 2012, 90% of all PS 104Q Grades K-5 students will make a year's growth in reading based on the Acuity assessment and Teacher College benchmarking with a specific focus on Special Education students and English Language Learners.

Comprehensive needs assessment

Based on a review of the 09-10 and 10-11 NYSELA data, the NYS Report Card, the NYC Progress Report and formative data from the Acuity and Teachers' College assessments, we have determined that an area requiring improvement is the number of students attaining a level 3 or 4 on the NYSELA exam. Though we improved by 11% for our general education population during the 10-11 school year, our students with disabilities subgroup did not meet their AMO or Safe Harbor for two years in a row (09-10 and 10-11). This has resulted in our school becoming SINI Basic Year One for the 11-12 school year in ELA. Though the number of English Language Learners does not qualify as a sub-group due to the number of students tested, we have noted the same trend for ELLs as for SWDs when analyzing the NYSESLAT and NYSELA summative data.

Instructional strategies/activities

Activity #1

Core Knowledge Reading Pilot K-3: All students on Grades K-3 including ELL and SWD sub-groups will participate in the Core Knowledge Reading program that encompasses a balanced literacy approach to reading with a strong direct instruction phonics component. Program also has a targeted focus on building prior knowledge via content area instruction. Program was initially piloted by Tweed from 2008- 2011. The Grade 3 pilot year is independently sponsored by the Core Knowledge Foundation. Grade 3 is the pilot year for the program with K-2 having gone through the process in prior years.

Professional Development: PD will be provided on the following topics: program implementation, rituals and routines, read aloud, pausing points, reading-writing connection, intervention models within the program.

Target Populations: Teachers servicing students in Grades K-3 including SWDs and ELLs and students in the SWD subgroup.

Responsible Staff Members: All K-3 Teachers, Assistant Principals in charge of literacy and SWD population, external Tweed staff developer and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #2

Achieve3000 Computer Literacy: All students on Grades 3-5 including ELL and SWD sub-groups will participate in this program a minimum of two periods a week in our Achieve3000 dedicated computer room. Students will initially take a pre-test to determine student's reading level. Weekly assignments are then determined by individual student reading level. Students are encouraged to also use the program at home for additional support. Principal receives monthly progress reports for each student to determine student progress. Data is shared with data specialist and all staff members responsible for 3-5 ELA instruction. As additional supports for our SWD population, SWD students will have additional periods above the two period minimum in which to complete their assignments due to dedicated laptops being secured specifically for SWD in-classroom use.

Professional Development: PD provided on the following topics: program implementation, rituals and routines, reading-writing connection, intervention models within the program

Target Populations: All students on grades 3-5 including SWDs and ELLs with a specific focus with additional supports to the SWD subgroup.

Responsible Staff Members: Achieve3000 Literacy teacher, all 3-5 SWD teachers, Assistant Principals in charge of literacy and SWD population, and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #3

Literacy Intervention Specialists: All students on Grades 1-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will receive the services of two (2) literacy intervention specialists. On Grades 1-2, specialist will focus on basic reading skills such as decoding and fluency employing the Core Knowledge intervention models with infusions of Soar to Success. Upper grade 3-5 intervention specialist will focus on comprehension skills with a focus on metacognitive strategies instruction and vocabulary building through Success for All's "meaningful sentence" technique. Specialists will service students via both a push-in and pull out model depending upon student need.

Professional Development: PD provided on the following topics: program implementation, rituals and routines, reading-writing connection, intervention models within the program

Target Populations: All at risk students on grades 1-5 including SWDs and ELLs with a specific focus and additional supports to the SWD subgroup.

Responsible Staff Members: Early Grade Intervention Specialist, Upper Grade Intervention Specialist, all 1-5 SWD teachers, Assistant Principals in charge of literacy and SWD population, and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #4

Afterschool Program: All students on grades 3-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will be invited to participate in a six week afterschool program that prepares students for the NYS exams in English Language Arts and Mathematics. The program will additionally be opened to all LEP and SWD students on Grades K-2 with a focus on improving ELA skills.

Target Populations: All at risk students on grades 3-5 including ELL and SWD sub-groups and K-2 ELL and SWD sub groups.

Responsible Staff Members: Assistant Principals in charge of literacy and math, six (6) staff members selected to teach in the afterschool program and Data Specialist.

Implementation Timeline: March 2012-May 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, teacher generated informal assessments, Teacher College benchmarking, student writing.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy, and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessments Dates: November 2011, January 2012, and March 2012.
- Teacher College Benchmarking Dates: September 2011, December 2011, March, 2012, June 2012
- Achieve3000 Dates: Monthly September 2011-June 2012

Strategies to increase parental involvement

- ELA, ELL and SWD teachers will host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on family literacy that may include bookmaking, storytelling, thoughtful conversations that spark student thinking, techniques and strategies that parents can employ to promote literacy.
- Parents will be trained on how to use ARIS Parent link.
- Parents will be trained on how to use Achieve3000 and follow up on their child's progress.

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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers.
- The payroll secretary and principal will work closely with Network's 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Title I funds will be used to support teacher completion of certification requirements to remain highly qualified.
- Administration will employ the Danielson Framework to support professional growth of staff.
- Staff new to PS 104 will participate in Network 210 professional development to support their growth a professionals.

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.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program's mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as "teen counselors" to support the program's mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- Cornell Nutrition Program – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in "Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible." Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

Budget and resources alignment

Funding Sources

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

- Two (2) full time literacy intervention specialists to provide academic intervention and professional development on all grades (Title I and C4E);
- One (1) full time literacy specialist to implement Achieve3000 (FSF and Title I);
- Core Knowledge Program Materials (funded by the Core Knowledge Foundation);

- Core Knowledge Program Staff Developer (funded by Tweed);
- Network 210 Professional Development (TL Children First Funding);
- Six (6) teachers for after school program of three days a week for 1.5 hours per day (Title III funding);
- One (1) supervisor for after school program of three days a week for 2 hours per day (Title III funding);
- Consumable instructional materials for use during afterschool program (Title III funding);
- Achieve3000 computer program (NYSTL software and NYSTL textbook funds).

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June, 2012, the number of PS 104Q students scoring Level 3 and 4 on the NYS Math exam will be 5% higher than in 10-11 with a specific focus on students with disabilities and English language learners.

Comprehensive needs assessment

Based on a review of the 10-11 NYS Mathematics data, the NYS Report Card, the NYC Progress Report and formative data from Acuity assessments, we have determined that an area requiring improvement is the number of students attaining a level 3 or 4 on the NYS Mathematics exam. According to the NYC Progress Report, our students dropped on average .03 from a 3.00 proficiency rating to a 2.97. 48.3% of students met Levels 3 and 4 on the 10-11 NYS Mathematics exam compared to the 09-10 scores of 50.08% on those levels. This indicates a decline of 1.78% of students scoring on Levels 3 and 4 in mathematics. For the first time in many years, our SWD population failed to make Safe Harbor under NYS Accountability guidelines. Though the number of English Language Learners does not qualify as a sub-group due to the number of students tested, we have noted the same trend for ELLs as for SWD when analyzing the NYS Mathematics summative data.

Instructional strategies/activities

Activity #1

Harcourt Go Math Program: All students on Grades K-5 will receive mathematics instruction through the use of Harcourt Go Mathematics. Aligned with the Common Core Standards and developed for a May to May instructional program, Harcourt Go Math employs the workshop model of “to-with-by.” The program encompasses pre-assessments, post assessments and intervention/enrichment models.

Professional Development: PD will be provided on the following topics: program implementation, rituals and routines, read aloud, pausing points, reading-writing connection, intervention models within the program.

Target Populations: All teachers on Grades K-5 including including SWDs and ELLs and students in the SWD subgroup.

Responsible Staff Members: All K-5 Teachers, Assistant Principals in charge of mathematics and SWD population, Network 210 staff developers and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #2

37.5 Minutes Drill focus: All students on Grades 1-5 including ELL and SWD sub-groups will participate in focused drill instruction during our 37.5 minutes small group instructional time. This initiative comes as a direct outgrowth of data indicating that many of our students not meeting Levels 3 and 4 do not have mathematics fluency in terms of addition, subtraction, multiplication and division. Thusly on NYS exams, students are spending too much time in calculation thereby slowing them down from completing the exam. As a result, students will participate in a 10 minutes daily drill through the use of flash cards in order to build fluency.

Target Populations: All students on grades 1-5 including SWDs and ELLs with a specific focus with additional supports to the SWD subgroup.

Responsible Staff Members: All staff members including paraprofessionals involved in 37.5 minutes instruction, Assistant Principals in charge of mathematics and SWD population, and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #3

Afterschool Program: All students on grades 3-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will be invited to participate in a six week afterschool program that prepares students for the NYS exams in English Language Arts and Mathematics. The program will additionally be opened to all LEP and SWD students on Grades K-2 with a focus on improving domain specific vocabulary essential in mathematical problem solving.

Target Populations: All at risk students on grades 3-5 including ELL and SWD sub-groups and K-2 ELL and SWD sub groups.

Responsible Staff Members: Assistant Principals in charge of literacy and math, six (6) staff members selected to teach in the afterschool program and Data Specialist.

Implementation Timeline: March 2012-May 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, teacher generated informal assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy, and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessments Dates: November 2011, January 2012, and March 2012.
- Teacher Generated Informal Pre and Post Assessments – Monthly.

Strategies to increase parental involvement

- Mathematics, ELL and SWD teachers will host monthly Mathematics workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on family activities that promotes problem solving and mathematical reasoning including “Shopping on a Budget,” “Cooking: Applying Measurement Skills,” “Mathematics: Domain Specific Vocabulary” and others to supply families with techniques and strategies for promoting mathematics in the home.
- Parents will be trained on how to use ARIS Parent link.

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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers.
- The payroll secretary and principal will work closely with Network’s 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Title I funds will be used to support teacher completion of certification requirements to remain highly qualified.
- Administration will employ the Danielson Framework to support professional growth of staff.
- Staff new to PS 104 will participate in Network 210 professional development to support their growth a professionals.

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.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- Cornell Nutrition Program – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “**S**howing Self Control, **A**cting Kindly, **I**ndependently Following Directions and **L**ive Respectfully and Be Responsible.” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

Budget and resources alignment

Funding Sources

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

- Purchase of Harcourt Go Math program on Grades K-5 (TL FSF, NYSTL textbook funds);
- Network 210 Professional Development (TL Children First Funding);
- Six (6) teachers for after school program of three days a week for 1.5 hours per day (Title III funding);
- One (1) supervisor for after school program of three days a week for 2 hours per day (Title III funding);
- Consumable instructional materials for use during afterschool program (Title III funding);

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, PS 104Q will assess the quality of our Special Needs instructional program, develop goals and objectives to improve student outcomes and ensure that the NYS Quality Improvement Process and plan for professional development will improve outcomes for students with disabilities on NYS exams by 3%

Comprehensive needs assessment

Based on a review of the 09-10 and 10-11 NYSELA data, the NYS Report Card, the NYC Progress Report, our school has been identified as a School In Need of Improvement: Basic Year One. This is due to the fact that our students with disabilities subgroup did not meet their AMO or Safe Harbor for two years in a row (09-10 and 10-11) as opposed to our general education population that improved by 11% from 30% on Levels 3 and 4 to 41%.

Instructional strategies/activities

Activity #1

Introduction to the Quality Improvement Process and Creation of the Quality Improvement Team: Via the efforts of Network 210, Wendy Branch, RSE TASC, and Phoebe Robinson, Network 210 Special Education Support Specialist, PS 104Q will form a Quality Improvement team that will include self contained teachers, special education ICT teachers, common branch ICT teachers, related service providers and administrators. This team will meet monthly to review all documents required of the QIP process in addition to reviewing all data pertinent to our students with disabilities population. The QIP team will be responsible for the writing of the Quality Improvement Plan whereby the delivery of services to students with disabilities will improve.

Professional Development: PD will be provided on the following topics: quality improvement process, requirements of a QIP team, drawing conclusions from data analysis, protocols for discussion.

Target Populations: All members of the QIP team.

Responsible Staff Members: Principal, Assistant Principals, QIP Team members, Wendy Branch RSE TASC, Phoebe Grant Robinson, Network 210 Special Education Support Specialist and PS 104Q Network Liaison.

Implementation Timeline: September-October 2011

Activity #2

Assessment of the Delivery of Services to Student with Disabilities Subgroup: Via walkthroughs and a series of snapshots, members of the QIP team will assess both the strengths of our students with disabilities program and its areas for improvement. The QIP team will identify particular best practices in PS 104Q that can be shared among teachers with SWDs. Additionally, all information gathered will be employed in writing the Quality Improvement Plan.

Professional Development: PD provided on the following topics: conducting and participating in a walk through, use of rubrics in identifying best practices, drawing conclusions from informal snapshots, protocols for discussion.

Target Populations: All staff members servicing students with disabilities.

Responsible Staff Members: Principal, Assistant Principals, QIP Team members, Wendy Branch RSE TASC, Phoebe Grant Robinson, Network 210 Special Education Support Specialist and PS 104Q Network Liaison.

Implementation Timeline: September, 2011 – December, 2012

Activity #3

- Quality Improvement Plan: As a combined result of Activities 1 and 2, the QIP team will write the Quality Improvement Plan and support the implementation of its goals and objectives through dissemination and follow up. The QI will provide professional development in those areas most needed by Special Needs personnel and will create a timeline, in which activities, meetings and professional development will take place. The QI team will monitor and revise the

implementation of the QI plan and will make revisions based upon reflection from the collaborative review process.

Professional Development: PD provided on the following topics: writing SMART goals, best practices for working with students with disabilities, integration of technology into the special needs classroom, curriculum differentiation

Target Populations: All staff members servicing students with disabilities.

Responsible Staff Members: Principal, Assistant Principals, QIP Team members, Wendy Branch RSE TASC, Phoebe Grant Robinson, Network 210 Special Education Support Specialist and PS 104Q Network Liaison.

Implementation Timeline: December, 2011 – June, 2012

Steps for including teachers in the decision-making process

- Teachers of students with disabilities are the main body of QIP team members.
- QIP members will participate in walk throughs that assess the areas for improvement of our SWD programs;
- QIP members will determine the goals and objectives of the QIP.
- QIP members will oversee the implementation of the QIP and will provide professional development to the staff at large.

Strategies to increase parental involvement

- One parent from the School Leadership Team will be invited to participate on the QIP team. As a result, QIP information can then be disseminated to our parent body through PTA meetings etc.
- ELA, ELL and SWD teachers will host monthly SWD workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on understanding the learning needs of an SWD and various learning modalities.
- Parents will be trained on how to use ARIS Parent link.

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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers.
- The payroll secretary and principal will work closely with Network's 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

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.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.

- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- Cornell Nutrition Program – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible.” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

Budget and resources alignment

Funding Sources

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

- External Network 210 Support in terms of an RSE TASC and Special Education Support Specialist (TL FSF);
- Data Specialist (TL FSF Centrally funded);
- PBIS Cluster 2 Specialist (Cluster 2 FSF Funded);
- QIP Team members (Title I, TL FSF)

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

100% of K-5 classroom teachers will collaborate weekly in horizontal Professional Learning Teams (PLTs) in order to create and then implement at least one literacy task and one math task aligned to strategically selected Common Core Standards.

Comprehensive needs assessment

Based on the work accomplished during the 10-11 school year, PS 104Q will continue its Professional Learning Team work as outlined by the Chancellor in the Citywide Instructional Expectations.

Instructional strategies/activities

Activity #1

Citywide Instructional Expectations in ELA: In September via professional development, all staff will be introduced to the citywide instructional expectations for 2011-2012 with an ELA focus on reading/analyzing informational texts and then writing an opinion/argument in response. Administration will ensure that all grades have a minimum of two common planning periods with one being the designated Circular 6R administrative period that is used for Professional Learning Teams. In meeting with these teams, the principal in collaboration with staff will design a system for the creation of a yearly ELA overview that is aligned with content, genre and CCLS on a monthly basis. As an outgrowth of the alignment, PLTs will select the content/genre that best aligns with citywide instructional expectations. The

PLT will then create a curriculum map that outlines the required skills for CCLS task completion via mapping backwards from the standards . After professional development on unwrapping the standards, the PLTS will create a rigorous, standard driven task and rubric that is a direct outgrowth of the curriculum map. Staff will then design min-lessons that will support student learning necessary for task completion. PLTs will then implement the unit of instruction resulting in rigorous tasks. PLTs will then analyze the student work and look to improve strategies and techniques that will further support student learning.

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #2

Citywide Instructional Expectations in Mathematics: Same as Activity #1 with the focus on mathematics. Grade specific foci are as follows: PreK-K: Operations and Algebraic Thinking; Grades 1-2: Number and Operations in Base Ten; Grade 3: Operations and Algebraic Thinking; Grades 4-5: Number and Operations - Fractions

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Activity #3

Professional Learning Team Saturday Academy: Through the use of Race To the Top funds, PS 104Q Professional Learning Teams will meet on a series of Saturday mornings in order to block out time for continued CCLS alignment, curriculum mapping and task/rubric creation as outlined in Activity 1 and 2. By creating a Saturday Academy, staff members will have uninterrupted time in which to focus on the work at hand.

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.

Implementation Timeline: September, 2011 – June, 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, teacher generated informal assessments, Teacher College benchmarking, student writing.
- Teachers selected the Professional Learning Team (PLT) as their Circular 6R administrative period choice.
- Via consultation with the UFT, staff determined that a Saturday Academy would meet their needs for time and focus in creating the required curriculum maps and tasks/rubrics.

Strategies to increase parental involvement

- Parents will receive information on the citywide instructional expectations via PTA meetings, a curriculum night and newsletters.
- Provide parents with workshops centered on the CCLS in ELA and Mathematics.
- Survey parents for their needs regarding workshops, family engagement activities, homework help etc.
- ELA, ELL and SWD teachers will host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on helping students achieve academic excellence and what families can do to support their child's academic growth. Parents will be trained on how to use ARIS Parent link.

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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers.
- The payroll secretary and principal will work closely with Network's 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

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.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program's mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as "teen counselors" to support the program's mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- Cornell Nutrition Program – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in "**S**howing Self Control, **A**cting Kindly, **I**ndependently Following Directions and **L**ive Respectfully and Be Responsible." Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

Budget and resources alignmentFunding Sources

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

- Three (3) teachers to create and review CCLS tasks on a per session basis afterschool (Network 210 funded);
- One (1) supervisor to oversee and collaborate in the creation and review of CCLS tasks on a per session basis afterschool (Network 210 funded);
- Approximately thirty (30) teachers to create and review CCLS on a per session basis in the PLT Saturday Academy (RTTT Funds);
- One (1) supervisor to oversee and collaborate in the creation and review of CCLS tasks on a per session basis the PLT Saturday Academy (RTTT Funds);
- Designation of Circular 6R as Professional Learning Team time during the school day (TL FSF)

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20		N/A	N/A	10	1	1	1
1	85	85	N/A	N/A	5	1	1	1
2	85	85	N/A	N/A	5	1	1	1
3	85	85	N/A	N/A	10	1	1	1
4	85	85	3	N/A	10	1	1	1
5	85	85	10	10	10	1	1	1

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>LEVEL 1 INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Grades K-6 : 120 minutes ELA • Differentiated instruction based on need • Guided Reading and 1:1 conferencing addressing individual student need • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Foundations Grade 3 • Core Knowledge reading Pilot K , 1, 2 <p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p> <ul style="list-style-type: none"> • Foundations - K/1 - small group phonics instruction, pull out, during the day • Earobics – Grades 2-3 • Great Leaps – K-6 Special Education • Early Success - Grade 1 - small group comprehension instruction, push in, during the day • Metacognitive Strategies Instruction - Grades 4-6 comprehension instruction, pull out, during the day • Lunch and Learn - Grades 1-6 - small group tutoring comprehension instruction, during the day • ELA/Reading in the Content Area Skills Work - Grades 1-6 - small group 37.5 minutes • ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • Summer School - Grades 3-6- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Achieve3000 during 37.5 minutes • Safe Space OST After school tutoring
<p>Mathematics</p>	<p>LEVEL 1 INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Grades K-6 : 90 minutes Math • Differentiated instruction based on need with Tiered assignments • Small Group and 1:1 conferencing addressing individual student need • Harcourt Math Differentiated Instruction • Math Consultant for Time on Task • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. <p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p>

	<ul style="list-style-type: none"> • Math Skills Work - Grades 1-6 - small group 37.5 minutes through use of Daily Elements in math • Math Skills Work/Test Preparation - Grades 3-6 - small group, Saturdays • Lunch and Learn - Grades 1-6 - small group tutoring, during the day • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • Summer School - Grades 3-6- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
Science	<p>LEVEL 1 INTERVENTION</p> <ul style="list-style-type: none"> • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
Social Studies	<p>LEVEL 1 INTERVENTION</p> <ul style="list-style-type: none"> • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
At-risk Services provided by the Guidance Counselor, School Psychologist, Social Worker	<p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> • Monitor attendance of At Risk students (less than 90%) • Conducts outreach services • Family counseling • Attendance teacher • Referrals to Support Agencies <p>ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM</p> <ul style="list-style-type: none"> • Superintendent Suspension • Uninterrupted Academic Instructional Support • Frequency Based on Need • Counseling Provided • Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs. <p>IN SCHOOL SUSPENSION (SAVE) ROOM</p> <ul style="list-style-type: none"> • Frequency based on needs

	<ul style="list-style-type: none"> • Counseling <p>CONFLICT RESOLUTION PROGRAM</p> <ul style="list-style-type: none"> • Whole class and small group lessons in conflict resolution • 1:1 counseling in resolving conflict/anger management • Small group, peer mediation • Family outreach and problem solving <p>GUIDANCE COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs based • Students not meeting promotional/performance standards • Students experiencing behavioral, emotional, family issues negatively impacting on learning • Referral to support agencies • Whole class/small group guidance lessons <p>ELL SUPPORT COUNSELING</p> <ul style="list-style-type: none"> • Guidance Counselor Support Services • Additional Educational Assistants or individualized Attention • Frequency Based on assessed needs <p>SOCIAL WORKER INTERVENTION</p> <ul style="list-style-type: none"> • Small group, individual and family counseling • Consultation with classroom teachers for development of behavior intervention plans • Crisis intervention/crisis counseling as needed
<p>At-risk Health-related Services</p>	<p>HEALTH SERVICES</p> <ul style="list-style-type: none"> • Regional Nursing Director - Coordinates Services Throughout the Region • Supervising Nurse for Each District - Monitors Services • Contract or DOE Nursing Services Support at School @ 6 hrs a day • Monitor Health Needs of All Students and Provide First Aid • Referrals to Supportive Agencies <p>OPEN AIRWAYS ASTHMA CURRICULUM</p> <ul style="list-style-type: none"> • Emotional, Health and Physical Components • Delivered by DOH School Nurse <p>Referrals to Supportive Agencies</p>

PS 104Q PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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;

Ps 104Q'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 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 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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

PS 104Q, The Bays Water School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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)

DEC 9, 2011

School DBN: 27Q104 **School Name:** PS 104Q The Bays Water School

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

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.

PS 104Q, a K-5 school, has been identified as SINI due to our SWD subgroup not meeting safe harbor or AMO for the 09-10 and 10-11 school year in ELA. In 09-10 our SWD population was _____ points away from Safe Harbor. In 10-11, this same population was _____ points away. With close to 20% of our student population falling into the SWD category, we have looked closely at the needs of this subgroup. Academic issues that we have identified include:

- a. Decoding and Fluency – Most of our SWD subgroup struggles with the basics of learning to read. All of our SWD population are academically behind a minimum of two years compared to their same aged peers. Through in class observation, teacher feedback and analysis of formative assessments including the NYCDOE Acuity exams and Teacher College Benchmarking, students that are in integrated co-teaching and in self contained classes generally exhibit difficulty with word attack skills including multi-syllabic words that are generally on the upper grade exams. Many do not have the strategies that would support them in this area. For those that do have these strategies, fluency is an issue in that students have not yet acquired the speed and stamina required of the NYSELA exam.
 - b. Comprehension – After studying the NYS Item Skills Analysis for each student with disabilities that participated in the 10-11 NYSELA exam, we have determined that our SWD subgroup has difficulty with exam items that require higher order thinking. They consistently fall short on questions that pertain to main idea, compare and contrast, inference, and any question that is asked via a negative statement. As in, "Which of the following was **not** important to the main character?"
 - c. Reading-Writing Connection – In reviewing the performance sections of the NYSELA exam, we have determined that our SWD subgroup has difficulty with both writing stamina and supporting details. Our students tend to think in concrete terms and often miss the subtleties of questions asked. Many of them do not independently supply supporting details. Due to their lack of reading and writing stamina, many of our students struggle during the exam with many of them not finishing the entire test.
 - d. Parent Involvement – Research shows that students who have involved families progress better academically. In reviewing parent attendance at workshops, Back to School Night, Parent-teacher Conference etc., we have noted that, as a whole, our SWD parent population is one of the least involved populations.
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.

- a. Wilson Training and Implementation: Over the past few years, we have had a number of Wilson trained staff leave PS 104 for a variety of reasons that include promotion, geographic relocation etc. As a result, we have only two Wilson trained teachers among our special education staff. One is our SETSS teacher and the other is in a Grade 2 self contained class. We plan on using some of our SINI money to bring in a Wilson trainer to provide professional development to all of our Special Needs staff. By doing this, teacher capacity for improving student learning outcomes will be improved.
- b. REWARDS Training and Implementation: For those students who have grasped the basics of decoding, Anita Archer's "Reading Excellence Word Attack Rate Development" will be employed. Though we have used this program before, only one teacher had been trained. As a result, we will purchase the elementary version of REWARDS. The principal, former Regional Director of Secondary Intervention Services, will provide the training in that she was REWARDS trained by Anita Archer. This program focuses on the acquisition of word attack skills when reading multi-syllabic words. The program employs whole class, direct instruction and the learning is scaffolded moving from single syllable to multi-syllabic domain specific words. This program additionally builds student vocabulary and background knowledge.
- c. Dragon Naturally Speaking Software- Due to the fact that many of our students with disabilities struggle with the combined task of reading and writing with higher order thinking, we believe that this software will aid our students in addressing content. In order to keep pace in terms of academic content, this software will be used as a support for student writing. Oftentimes, students need to be able to "speak" to a topic before they can write about a topic. This software will enable our lowest functioning SWDs to access and "write-think" about content in a non-threatening manner.
- d. Accessibility Software – Over the past few years, PS 104Q has switched from the use of MAC computers to PC. On each PC there is accessibility software. By using this software, a student can read along with text via the computer. The software "speaks" the text on the page. This enables students to have access to higher level texts than they are capable of reading. This access allows for student exposure to grade level content. Additionally, a student can gradually access more difficult text due to the support of it being read to them.
- e. Achieve3000 – Achieve3000 is a web-based literacy program that includes a pre-assessment and then differentiated activities based on reading level to improve reading comprehension and writing skills. As part of our initiative to improve student performance on the NYSELA exam, all special education students will be scheduled a minimum of two periods a week in our computer lab. We have additionally set aside 20 laptops specifically for use by our Grade 3, 4 and 5 12:1:1 classes. By having these available, students can have more time within the program. This program additionally supports independent learning in that students can access the program from home thereby reinforcing what was learned during the day.
- f. Great Leaps – Great Leaps is a 1:1 program that supports acquisition of fluency. We have trained a number of paraprofessionals in this program and it is being employed in one self contained class on a daily basis. We will revisit the assignment of these paraprofessionals during our 37.5 minutes small group tutoring time. Students in Integrated Co-Teaching classes will be recommended by the teacher and will receive this 1:1 intervention for a minimum of three days a week. For those paraprofessionals in self contained classes, they will be assigned a maximum of five students for which they are responsible to service on a daily basis.
- g. Soliloquy Software – This computer program supports student growth in fluency. The software has a pre-assessment built into it. The program then is differentiated based on student need. The program requires headphones with microphones attached. We plan on purchasing these types of headphones. We have found that over the past few years, a number of these headphones have broken and/or disappeared. Thus, we will use SINI money for this purpose.
- h. RAZ Kids: Raz-kids.com is a website published by Learning A-Z, Inc. It is a place where students can go for modeled fluency, engaging reading practice and automatic assessment of their reading comprehension. Students get their own user name and password and can read books anywhere they can connect to the Internet – at home or at school. The website has hundreds of animated, online books at 27 developmental levels ranging from kindergarten through 5th grade. Each of these books has an online comprehension quiz and downloadable worksheets. The site also offers a collection of song books, poetry books, and nursery rhymes that can be listened to or read. Every six weeks new books are added to the website, so the collection just keeps growing. Students can easily select books from a student-friendly bookroom or assignment page. Raz-kids also has a teacher management tool for building a class roster, assigning books, and viewing reports of student reading activity. The easy-to-use website awards students points for books read and correct quiz answers.

- i. Inquiry Team Time for Self Contained Teachers: Having added four new tenured teachers to our self contained classes, we have determined that in order for these students to improve, common Inquiry time is required to discuss student progress, teaching strategies/methodologies and viable solutions to student needs.
- j. Streaming – Due to the wide range of needs in each self contained classroom, students will be streamed for either Wilson or REWARDS instruction. By doing this, the students will receive services from a certified special needs teacher, but will also receive instruction in their area of greatest need.

Part B: For Title I SINI Schools Only

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.

Some of our Title I 10% money that is dedicated to professional development is attached to the salaries of two Title I teachers. Both are literacy, intervention specialists. These teachers provide modeling and professional development in classrooms throughout the day. We are revisiting our school program so that both the lower and upper grade intervention teachers can service more of our special needs population and as an extension provide in class professional development to our special education staff. Other professional development that our teachers will be engaged in includes our weekly Professional Learning Teams whereby a horizontal, grade team works one period a week in creating performance tasks mapping backwards from the Common Core Learning Standards. Additionally, teachers engage in horizontal, grade inquiry teams where they meet weekly to review student progress and improve learning outcomes for all students. This professional development is provided by our assistant principal who is partially funded by Title I professional development money. We additionally send staff to workshops outside of our building on a regular basis. These teachers' classes are covered through the use of Title I per diem coverage money and is part of our 10% plan.

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

As required by the NYS Education Department, our school provides in-house mentoring to first year teachers who have not yet received tenure. This professional development takes many forms including 1:1 peer coaching, classroom inter-visitations, demonstration lessons, in building workshops, Network 210/NYCDOE workshops etc. All of these interactions are logged on a monthly basis within the NYCDOE New Teacher Mentor System.

We also provide additional support for those teachers who have more than one year teaching, but have not yet received tenure. This professional development includes all of the above with the exception of 1:1 peer coaching. We also provide support and follow up on the creation of teacher tenure portfolios that are required by the NYCDOE's tenure review process.

For tenured teachers in danger of receiving an unsatisfactory rating, we work with the Teacher Performance Unit in giving support and assistance to said teachers. We encourage these teachers to participate in the UFT's PIP (Peer Intervention Project). Teachers, however, must contact their own union to secure this support.

For all other staff members, professional development is provided on a regular basis as described in Part B: 1 in addition to the opportunity for inter-school visitations, demonstration lessons, in building workshops, Network 210/NYCDOE workshops etc. Title I 10% money has been set aside for per diem coverage so that these teachers may attend.

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.

We at PS 104Q plan to notify parents of our SINI status through the following:

- Backpack and mail the flyer that outlines the time and date of our SINI STATUS informational meeting.
- We will hold both daytime and evening meeting to accommodate all parents.
- This flyer will have a tear-off that will indicate: "I am unable to attend;" "I will attend the daytime or evening meeting," and "I am unable to attend, but am interested in receiving more information." For families who check

the last box, all informational materials distributed at the day and evening meetings will be backpacked with the student.

- All paperwork will be translated into Spanish which is the dominant language of our LEP families.
- Our Parent Coordinator is bilingual and will translate the entire meeting for our Spanish speaking families.
- We plan on presenting our information through a Powerpoint presentation. For our Spanish speaking families, that presentation will be translated into their native language so that they can read along with the talking points. Due to the availability of only one screen in the auditorium, hard copies in Spanish will be distributed to families. English copies of the presentation will also be made available to families.
- Our School Leadership Team will collaborate and determine when to hold our SES fair. Parents from the PTA and SLT will invite a number of vendors to the fair. Our SLT parent members and PTA will determine whether or not they wish to hold the SES fair on the same night as the informational meeting.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader C. Admundsen/J. Brucella	District 27	Borough Queens	School Number 104
School Name PS 104Q The Bays Water School			

B. Language Allocation Policy Team Composition

Principal Katie Grady	Assistant Principal Deirdre McShane
Coach none	Coach none
ESL Teacher Lauren Saposnick	Guidance Counselor Marie Rella
Teacher/Subject Area Maureen Powderly/ Grade 5	Parent Michell Harris
Teacher/Subject Area Mia Schual/Literacy	Parent Coordinator Gilda Quijije
Related Service Provider Judy Luckner/SETSS	Other type here
Network Leader Joanne Brucella	Other type here

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

D. School Demographics

Total number of students in school	606	Total Number of ELLs	49	ELLs as share of total student population (%)	8.09%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

1) All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps us identify students who may have limited English language proficiency. This survey (HLIS) at PS 104Q is administered by Lauren Saposnick, NYS/NYC certified ESL teacher. Our bilingual Parent Coordinator, Gilda Quijije, supports our families by translating any questions that our non-English speaking parents may have during this process. Translation services are available throughout the entire process for families through either in house translators (Spanish, French) or the NYCDOE Translation Office if a family speaks a language for which no translator is available. Lauren Saposnick, ESL teacher, is responsible for submitting completed “office” copies of the HLIS to Janet Powell, pupil personnel secretary, for entering the appropriate language codes into ATS. Within ten days of admittance and if the HLIS indicates that the student uses a language other than English, Lauren Saposnick, ESL teacher, conducts an individual, 1:1 oral, informal interview in English with native language supports for each flagged student. Interviews are conducted in this manner due to the fact that Ms. Saposnick is primarily an English speaker with conversational Spanish. After the informal interview is conducted in English with native language supports and the child is found eligible, Ms Saposnick then conducts a formal assessment using an English proficiency test called the Language Assessment Battery-Revised (LAB-R) The LAB-R is administered in a 1:1 setting with the teacher using a script to ensure consistency of administration. If the LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must be administered the Spanish LAB to determine language dominance. Though Ms. Saposnick’s native language is English, the script supports her conversational Spanish while she administers the Spanish Lab in a 1:1 setting. Performance on this test determines the student’s entitlement to English language development support services. Once tested with the Lab-R and Spanish LAB (eligible students only) and after the parent orientation, all students who qualify are then scheduled for ELL services based on parental choice. The details of our Parent Orientation are explained in Question #2.

In addition to identifying newly enrolled ELLs to the public school system, we also review our student data for any ELLs new to our school and who have been previously enrolled in a NYS school by reviewing all NYSESLAT data. We run the RNMR (NYSESLAT Modality Report) and the RBPS (BESIS Summary Report) to cross check for each student the number of years serviced and eligibility for services. We then analyze the NYSESLAT data to identify students’ program placement.

This process is repeated throughout the school year for any new admit to PS 104Q to ensure that all eligible students receive the appropriate, mandated services.

In the Spring, we assess our ELL students’ growth by administering the New York State English as a Second Language Test (NYSESLAT). This exam, developed by the NYS Education Department, measures English Language Arts proficiency levels (i.e. beginning, intermediate and advanced). Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction. This exams assesses for student proficiency in listening, speaking, reading and writing in English. With support from Caryl Chancey, Testing Coordinator, and Maritza Williams Jones, Assistant Principal in charge of Testing, Ms. Saposnick creates a testing schedule whereby all eligible students are scheduled to take each part of the exam. Families of eligible students are notified of the dates of the exams to ensure that their child is present. The

assessment is administered by Lauren Saposnick, ESL teacher. Ms. Saposnick administers the NYSESLAT in a 1:1 setting for speaking and in small groups for the listening, reading and writing portions of the exam. If a student is absent for any one of the four components, a make up exam is scheduled for that student and administered within the testing window. Data from this exam is disseminated to the ESL teacher, all classroom teachers and families. The LAP team, in conjunction with the staff, analyze the data for individual areas of strength and areas for improvement for each ELL child. ESL and classroom instruction is then differentiated accordingly. The data examined include the RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science).

2) In September or within the first 10 days of admittance, all parents/families of eligible, new public school ELL students are invited to the PS 104 ELL Parent Orientation regarding their right to a program of choice. The Parent Orientation takes place after all students are screened for eligibility. **This school serves the following grades (includes ELLs and EPs)** 1 2 3 4 5 6 7 8 9 10 11 12. Parent outreach is conducted by Lauren Saposnick, Parent Coordinator, and Deirdre McShane, Assistant Principal, and with the support of Gilda Quijije, Parent Coordinator. Outreach is conducted via mail and by book bag in the native language and English explaining parental rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ESL Program and that information about all three programs will be given at the Parent Orientation meeting. During this meeting, parents view a video in their native language that explains the difference between the three program choices and the parental right to choose which program in which their child will be serviced. Ms. Saposnick explains, with translation support from Gilda Quijije, bilingual Parent Coordinator, the difference between each of the three programs. Ms. Saposnick explains that a Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. A transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. In a TBE program, as students develop English Language skills, time in the native language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English. When explaining a Dual Language program, Ms. Saposnick informs parents that Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, Ms. Saposnick explains that monolingual English students are given the opportunity to learn a second language in the same class. Parents learn that Dual Language programs have a very clear language policy: students receive half their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Lastly, Ms. Saposnick explains to the families about the Freestanding English as a Second Language (ESL) program. This program provides instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among them. Ms. Saposnick further explains that there are three organizational models for ESL including "push in", "pull out" and "self-contained".

If a parent is unable to make the meeting, a tear off on the bottom of the invitation letter allows for parents to choose the program that they want for their child. Our bilingual Parent Coordinator, who co-hosts the Parent Orientation with the ESL teacher, works with individual families in their native language who have additional questions. Parents who attend the orientation are able to submit their program choice that day or soon thereafter.

Afterwards, outreach continues to ensure that all program choice letters are returned. This outreach includes follow-up letters, phone calls and emails (if applicable). Staff involved in this outreach are: Lauren Saposnick, ESL teacher, Gilda Quijije, Parent Coordinator, Maria Rivera, School Aide, Janet Powell, Pupil Accounting Secretary. Parent Program Selection forms are sorted first by program and then by grade in order to determine appropriate placement for ELL students. A list is then created of parental choice for the current school year. That list is then added to lists from previous years and analyzed for numbers of students by program selection and grade. As a result of analyzing this information and in line with CR Part 154 mandates, we notify parents if a program that they had previously chosen is now available at our school. Methods of notification include postal mail, book bagged letters, phone calls and email (if applicable). If there are 15 or more ELLs of the same language in two contiguous grades, we are required under CR Part 154, as amended by the ASPIRA Consent Decree, to form transitional bilingual classes.

3) PS 104Q ensures that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned through a systematic approach to record keeping. Ms. Lauren Saposnick, ESL teacher, is responsible for the entire process with supports from a

variety of staff members. To determine entitlement, Deirdre McShane, Assistant Principal, works with Lauren Saposnick, ESL teacher, in analyzing data from the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). After determining entitlement to services by analyzing the aforementioned data, Ms. Saposnick with the assistance of Janet Powell, Pupil Accounting Secretary, mails and bookbags invitations (in both English and native language) to the Parent Orientation meeting where program choice is discussed and the video is viewed. After the meeting, parents then submit their program choice and sign off on the “entitlement” letter that is written in both English and the native language. Entitlement letters are then copied and the originals are placed in the student’s cumulative record card folder. Photocopies are maintained by both Ms. Saposnick, ESL teacher, and Deirdre McShane, AP. Additionally, Janet Powell, Pupil Accounting Secretary, enters all information into ATS using the ELPC function. This function includes: date of LAB-R administration and questions regarding parent choice orientation, parent’s choice of program and in which program the child was placed. For families who are unable to attend the Orientation meeting, we continue our outreach via mail, bookbag, phone calls and email (if applicable). We strongly encourage all families to view the orientation video prior to making a program choice because informed decisions are essential in educating a child. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our parent coordinator collaborates with the ESL teacher in following up on Program Selection forms that are not returned. The parent coordinator and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned. Thus far, we have had no issues with parents not returning the program choice form. However for those families who do not return the form after repeated attempts, we notify the family that their child must participate in a transitional bilingual program as per CR Part 154 regulations.

4) Once ELL students are identified as eligible through HLIS, informal interview and then the LAB-R assessment or NYSESLAT, parents make their program selection. All procedures for program choice are outlined in the previous answer (#3). Parental program choices are then categorized by grade and student's level (beginner, intermediate, advanced). If a significant number of parents choose either Transitional Bilingual or Dual Language, a multi-grade class is created and a certified bilingual educator is hired. The rationale for a multi-grade class is that we have a small ELL population. Thus, we do not have enough ELL students on each grade for a single grade class. If parents choose a Freestanding ESL program, students are serviced via a push in/pull out homogenous model. ESL instruction is delivered by our NYS/NYC ESL teacher on staff. If a parent chooses a program that the majority of parents do not choose, we contact that parent regarding various options including finding a seat in another school that offers the chosen program. This contact is in the form of mail, bookbagged notices, phone calls etc. in both English and the native language. If the parent agrees, we then contact that school via email, phone and in writing to expect this child's enrollment based upon parent program choice.

Once parental choices are categorized by grade, Deirdre McShane, Assistant Principal, works with Lauren Saposnick, ESL teacher, in analyzing data from the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately place the student in an ELL instructional program. All families are notified in writing (english and native language) as to their child’s placement. These letters are sent via mail and bookbag. Placement letter records are maintained by Ms. Saposnick, ESL teacher, and Deirdre McShane, AP. Additionally, Janet Powell, Pupil Accounting Secretary, enters all placement information into the ELPC function in ATS.

For those students who have previously received ELL services, Ms. McShane with Ms. Saposnick review the data including the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately continue or discontinue services for the ELL child. “Continued Entitlement” letters are then bookbagged and mailed in both English and the native language. When returned, records of these letters are maintained by Lauren Saposnick, ESL teacher, and Deirdre McShane, AP.

5) For the past six years and including 11-12, the trend for program selection is that 100% of parents have opted for a free standing ESL program. Tracking this trend is helpful in that we are able to anticipate and plan for future programming. For example, we have noticed a slight increase to our ELL population over the past few years. The trend for selecting a freestanding ESL program may change in the future with our Spanish population increasing over time.

6) Our program model is a direct result of parental choice. With 100% of ELL families choosing a freestanding ESL program, we provide services accordingly. Thus, our services offered are in line with parent requests. All program choice letters are on file. With a full-time ESL teacher there is flexibility to schedule students for a homogeneous pull out program for mandated ESL instruction

without interfering with all other daily academic areas. After reviewing the 11-12 parental choices, we have determined that no parent chose either a Transitional Bilingual Education or Dual Language Program opting instead for a freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	9
SIFE	2	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	1

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	36	2	6	12	0	3	1			49
Total	36	2	6	12	0	3	1	0	0	49

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	10	9	6	7	4								41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	0	1	2	0	1								5
Haitian	0	0	1	0	1	1								3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	10	11	8	8	6	0	0	0	0	0	0	0	49

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?

1) ESL instruction is delivered in a homogeneous, ungraded pull out model. Students are grouped according to proficiency level (beginner, intermediate, advanced) keeping in mind age appropriate instruction. Depending on the number of ELL students, ESL instruction is delivered to ungraded ESL groups. For example, PS 104 currently has a Grade 3-5 beginner/intermediate group and another Grade 3-5 advanced group. The program model is a freestanding model where students are in their regular class all day and then are pulled for ESL instruction based upon their proficiency level. The literacy program used by the ESL teacher is Balanced Literacy and includes read aloud, shared reading, guided reading etc. The teacher self selects materials based upon the genre of the month model in our school. Ms. Saposnick, ESL teacher, plans instruction aligned with the common core learning standards.

2) Since Ms. Saposnick is our only ESL teacher, Deidre McShane, AP, helps create the teacher's program. This is to ensure that all students receive their mandated minutes of instruction. Due to the fact that no parent has opted for any program other than a Freestanding ESL program in the past six years, explicit NLA instructional minutes do not apply. Currently, Ms. Saposnick has four different, pull out groups: K-2 Beginners, K-2 Intermediate/Advanced, 3-5 Advanced and 3-5 Beginners/Intermediates. All of our beginners and intermediates receive 360 minutes of explicit ESL instruction per week with a minimum of 50 minutes a day in ELA. Advanced students receive 180 minutes of explicit ESL instruction over the course of a week with a minimum of 50 minutes a day in ELA. ESL instruction is delivered by the ESL teacher. ELA instruction is delivered by the classroom teacher. We additionally use Title III funds to support an ESL afterschool program that focuses on literacy and math for all grades. The program generally takes place in the spring prior to the NYSESLAT testing.

3) Since we do not have a Transitional Bilingual nor a Dual Language program for the 11-12 school year, delivery of content area instruction in these models is not included in our 11-12 LAP. Currently content area instruction is delivered through our regular classroom setting and during ESL instructional periods. All students receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt Go Math materials books, a multi-grade/multi genre classroom library, and Math Matters books. In addition, the ESL classroom is near the P.S. 104 professional development library that houses over 10,000 leveled guided reading books, Making Meaning read aloud kits and a wealth of professional development resources. The ESL teacher uses these materials on an ongoing basis.

A. Programming and Scheduling Information

As with literacy instruction, ELLS receive content area instruction primarily from the classroom teacher, but with additional supports provided during the ESL periods. Our curriculum includes Harcourt math, science and social studies on all grade levels with an infusion of Core Knowledge content. All appropriate ESL methodologies for delivering instruction are included with an emphasis on repetition, facial expressions, gestures, visuals, auditory and tactile tasks. In addition, both the ESL teacher and classroom teachers emphasize the difference between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Where BICS is used heavily in our Beginner groups, teachers focus much more on CALP in our intermediate and advanced groups due to the fact that making content comprehensible to enrich language development is a top priority for our ELL students. PS 104Q pushes those skills required for higher order thinking tasks in both the native language and english.

4) In order to ensure that all ELLs are appropriately evaluated in their native language, our ESL teacher shares native language information with our Testing Coordinators Maritza Williams Jones, AP, and Caryl Chancey, teacher. NYS Math and Science exams are ordered for each child in their native language. Thus on testing days, our students are provided both an english copy of the exam in addition to the native language copy if available. If the language is not available, we contact the Office of Translation Services and contract with them for a native speaker to verbally translate the exam. This occurred last year with our Arabic students.

5) Due to the diverse needs of ELL students at PS 104Q, we differentiate their instruction based upon grade level, NYSESLAT/LAB-R data and number of years as an ELL. Our plan for differentiation is outlined under 5A-5D.

5A) SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend. The Rigby reading series as well as other appropriate ELL materials are used.

5B) Ells in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
help them succeed. 100%			
75%			
5C) Ells receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of 50% of our modalities: listening			
25%			
be lacking. The goal 100% help Ells achieve English Language proficiency in all modalities. Once the Ells achieve proficiency, they test out of the ELL program and then receive transitional services.			
75%			
50%			
5D) Long term Ells are 25% those Ells that have comp			
and NYSESLAT score 100% modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ELL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, 50% the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire 25% English language skills and			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Achieve 3000 on Grades 3-5 for literacy, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge reading Pilot K , 1, 2, 3

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 - small group 37.5 minutes
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Achieve3000 scheduled 2x a week for grades 3-5
- Safe Space OST After school tutoring

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

B. Programming and Scheduling Information--Continued

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

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Achieve 3000 on Grades 3-5 for literacy, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge reading Pilot K , 1, 2, 3

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 - small group 37.5 minutes
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Achieve3000 scheduled 2x a week for grades 3-5
- Safe Space OST After school tutoring

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

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

N/A

Math: 0

D. Professional Development and Support for School Staff

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

1) The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turn keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.

3) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

D. Professional Development and Support for School Staff

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

1) The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turns keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.

3) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Lauren Saposnick, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.

D. Professional Development and Support for School Staff

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

1) The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turn keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.

3) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Lauren Saposnick, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.

E. Parental Involvement

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

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

E. Parental Involvement

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

1) The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translation services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

2) Our school partners with a variety of community based organizations as outlined above. Those partnerships include Learning Leaders, EPIC (Every Person Influences Children), Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

4) As already explicated in #1 in this section, we host a wide variety of parent involvement activities that support the needs of our families.

E. Parental Involvement

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

1) The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translation services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

2) Our school partners with a variety of community based organizations as outlined above. Those partnerships include Learning Leaders, EPIC (Every Person Influences Children), Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

4) As already explicated in #1 in this section, we host a wide variety of parent involvement activities that support the needs of our families.

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Achieve 3000 on Grades 3-5 for literacy, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

B. Programming and Scheduling Information--Continued

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

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Achieve 3000 on Grades 3-5 for literacy, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge reading Pilot K , 1, 2, 3

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 - small group 37.5 minutes
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Achieve3000 scheduled 2x a week for grades 3-5
- Safe Space OST After school tutoring

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

B. Programming and Scheduling Information--Continued

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

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Achieve 3000 on Grades 3-5 for literacy, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge reading Pilot K , 1, 2, 3

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 - small group 37.5 minutes
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Achieve3000 scheduled 2x a week for grades 3-5
- Safe Space OST After school tutoring

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

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.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

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

1) The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turns keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.

3) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Lauren Saposnick, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.

D. Professional Development and Support for School Staff

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

1) The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turn keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.

3) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Lauren Saposnick, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.

E. Parental Involvement

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

E. Parental Involvement

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

1) The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translation services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

2) Our school partners with a variety of community based organizations as outlined above. Those partnerships include Learning Leaders, EPIC (Every Person Influences Children), Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

4) As already explicated in #1 in this section, we host a wide variety of parent involvement activities that support the needs of our families.

E. Parental Involvement

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

1) The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translation services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

2) Our school partners with a variety of community based organizations as outlined above. Those partnerships include Learning Leaders, EPIC (Every Person Influences Children), Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

4) As already explicated in #1 in this section, we host a wide variety of parent involvement activities that support the needs of our families.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	8	2	5	0	0								20
Intermediate(I)	0	2	5	3	4	3								17
Advanced (A)	1	0	4	0	4	3								12
Total	6	10	11	8	8	6	0	0	0	0	0	0	0	49

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		1	2	4	1			8
4	0		1	2	4	1			8

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

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

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

Native Language Tests

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

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

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

1) PS 104 uses a number of assessments to evaluate our ELL population. In addition to Teacher College Benchmarking on K-5, we also use Core Knowledge assessments as part of being a Core Knowledge Reading Pilot school. Our data indicates that our early childhood ELLs are keeping pace with non-ELL students. Due to the structure of the Core Knowledge Reading Program, our K-3 Ells are growing most specifically in the area of phonics. Approximately 90% of general education ELLs in early childhood are either at grade level or approaching meeting the standards. This data informs our instructional plan in that we have chosen to continue our participation in the Core Knowledge Reading Pilot because of the results that we are seeing across the board including ELLs. For those ELL students who need additional supports and interventions, we service them through Title I SWD funding. We have an early intervention specialist who has been trained in teaching ELLs. Ms. Maiorano, early intervention teacher, employs the "Early Success" program for intervention. ELLs who warrant additional support receive it from her on a daily basis. On the upper grades, we employ Acuity for ELA, Math and ELL. We also have teacher created asesments in all subject areas. The insight that is provided is that our ELL population is making steady and continuous progress towards proficiency. We find that our students need more of a foundation in reading and writing. This is due to the fact that many of the students who come to PS 104 are not literate in their native language. For those who are, their progress moves even faster.

2) The NYSESLAT data pattern across proficiency levels details that our students perform well in listening and speaking, but continuously fall short in terms of reading and writing. We find that once the students are in this country for approximately one year, we see that they are definitely growing in listening and speaking. This is due to the fact that our staff works closely with students in building vocabulary. Reading/writing are the most challenging areas of growth for our students. When analyzing Grade 3-5 NYS exam data in ELA and Math, the data pattern across proficiency levels shows us that our children are progressing most especially in the area of mathematics which is a common language for both ELL and non-ELL students. In tracking our data, however, we are finding that our students are not attaining proficiency and testing out of the ESL program. Therefore, we have increased our efforts in promoting academic rigor in the ESL teacher's classroom most importantly in the area of writing. Data shows that Grades K and 1 have a 50% movement rate of ELL students on one level of NYSESLAT are moving the students towards proficiency with 4 of the students moving a level and 4 remaining the same. Grade 2 shows a decrease. As part of our plan for improving delivery of intruction to our ELL population, Ms. Mcshane, assistant principal, is tracking the data specifically for our ELL population. She meets with teams of classroom teachers during their grade conferences and reviews the RLAT data across a number of years. She then works with them in planning specifically for the needs of our ELLs.

3) The instructional program is affected by the NYSESLAT results in that we have increased our use of ESL methodologies in meeting the needs of all learners. We find that our students are for the most part moving from beginner to intermediate within a year. However, many of our students are static in intermediate and advanced. This stasis is most clearly evident in the writing NYSESLAT results. In order to improve our student scores, we have brought in America's Choice Aviator Writing program on upper grades and the Core Knowledge Writing on the lower grades. We are also targeting particular grades such as Grade 2. This comes as a direct result of our data showing a

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: PS 104Q The Bays Water School

School DBN: 27Q104

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katie Grady	Principal		10/26/11
Deirdre McShane	Assistant Principal		10/26/11

School Name: PS 104Q The Bays Water School

School DBN: 27Q104

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gilda Quijije	Parent Coordinator		10/26/11
Lauren Saposnick	ESL Teacher		10/26/11
Michell Harris	Parent		10/26/11
Mia Schual/Literacy	Teacher/Subject Area		10/26/11
Maureen Powderly/Grade 5	Teacher/Subject Area		10/26/11
NONE	Coach		
NONE	Coach		
Marie Rella	Guidance Counselor		10/26/11
Joanne Brucella	Network Leader		10/26/11
Judy Luckner	Other <u>SETSS Teacher</u>		10/26/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q104** School Name: **The Bays Water School**

Cluster: **2** Network: **210**

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

Part A: Needs Assessment Findings

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

During the enrollment process of a new student, the school requests that families complete the HLIS to determine the primary language of the student and parent. This data is maintained and recorded in ATS, the HLIS and the blue emergency card. This information is also noted on the child's cumulative folder and in ARIS. The data used to assess written translation needs includes the number of enrolled students including ELLs whose parent's primary language is a language other than English. The data used to assess the oral interpretation needs of the school includes the number of parental participants in school based events. Data is also accessible via the HLIS, the Annual School Report Card, NCLB Accountability Report and attendance records form school based events.

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.

The major findings of the school's written and oral interpretation needs determined that English and Spanish are the primary languages of PS 104 parents with two Arabic families, one Haitian Creole and one Urdu. We also have two families that require American Sign Language translation. These findings were reported at the PTA Executive Board meeting, PTA General membership meetings and the School Leadership Team meetings.

Part B: Strategies and Activities

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

The written translation services the school will provide is the translation of all parent notifications in Spanish. Translations are completed by school based staff as well as the Translation & Interpretation Unit as needed. The English versions of lengthy parent notices are sent in advance to the Translation & Interpretation Unit in order to facilitate the timely distribution to the parents. The English version of short parent notices are provided in advance to the school based staff to facilitate the timely distribution to parents. All parent notifications including the school calendar, the Principal's Monthly Update, the Parent Coordinator Newsletter, Parents Bill of Rights and Responsibilities and school based information notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

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.

The school provides oral interpretation services at all parent workshops, meetings and events. School based staff are paid per session when appropriate to translate if the event is after school hours. During the school day, school based staff are available on an as needed basis to interpret for parents. A list of available translators and languages spoken is available in the main office. The school additionally avails itself of the Translation and Interpretation Hotline provided by the NYCDOE.

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>.

- a. Section VII Part A: The school distributes all NYCDOE bulletins to parents whose language is a covered language. The NYCDOE bulletins include the Discipline Code, Promotion In Doubt, Accountability Reports, NCLB Transfer etc.
- b. Section VII Part B: The school posts in the Main Entrance and the Main Office notices in each of the covered languages indicating the Family Room #215 where copies of such written notifications are available
- c. Section VII Part C: School based staff are available each day to provide interpretation services during daily procedures and emergency procedures as per the Safety Plan
- d. Section VII Part D: N/A less than 10% of our parents speak a language other than English Section VII: Part E: The Department's website is posted in the Main Entrance, is provided in each Principal's Monthly Update and Parent Coordinator Newsletter . The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Bays Water School	DBN: 27Q104
Cluster Leader: Charles Admundsen	Network Leader: Joanne Brucella
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: Beginning in mid-March, 2012, PS 104Q will implement a six week afterschool program for all ELLs on Grades K-5 to prepare them for the NYSESLAT exam. For ELLs on Grades 3-5, there will be additional coursework in preparing students for the NYSELA and Mathematics exams in addition to the NYSESLAT.

The rationale for this program is that our ELL students are not keeping pace with their English dominant peers in attaining Levels 3 and 4 on the NYS exams in ELA and Mathematics. Though our ELL population does not qualify as a sub-group for NYS Accountability purposes, we have ascertained that when looking at NYSESLAT data, our ELL students progress nicely in listening and speaking, but continuously fall short on the reading/writing sections of the exam. We believe that this is primarily due to our students acquiring basic interpersonal communication skills (BICS) more readily as compared to the more difficult development of cognitive academic language proficiency (CALP). As a result, all English Language Learners will be invited to participate in this program that emphasizes literacy and mathematics improvement through the development of cognitive academic language.

Approximately 49 ELL students, who choose to participate, will attend the afterschool program. Two NYS certified ESL teachers will be hired on a per session basis for the program. The program will be implemented Monday, Tuesday and Wednesday from 3:00 pm – 4:30 pm from mid-march-the beginning of May. Materials that will be used include “Comprehension Strategies Kit” for Grades 1-2. ELLs in grades 3-5 will participate in ELA/Math test preparation instruction using STARS and CARS. NYSESLAT consumable test preparation materials will also be used. All instruction will be in English with native language supports as needed.

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: In order to promote academic excellence and quality instruction, those NYS certified ESL teachers who will deliver instruction in our Title III afterschool program will receive training in:

- Common Core Learning Standards for ELL Students – Through a series of four workshops, teachers will

Part C: Professional Development

learn the components and structure of the common core standards and will engage in creating rigorous tasks in literacy and mathematics. Teachers will learn how to align standards with content; design tasks/rubrics via unwrapping the standards and will create curriculum maps via a mapping backwards technique that outline the required skills needed by students in order to successfully complete the unit.

- Differentiation – This series of four workshops will focus on teachers acquiring a variety of instructional methodologies to meet the needs of all students including English Language Learners. Multi modality teaching will be part of this series.

Training will take place during the school day, after school and during the PS 104Q Professional Learning Teams Saturday Academy. Deirdre Mcshane, Assistant Principal in charge of ESL instruction, will provide the training. She will also be responsible for follow up on implementation of aforementioned strategies and techniques.

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: The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the parent involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting (Before November 1st provided by the principal).
- Parent literacy development (monthly provided by classroom teachers).
- Learning Leaders Parent Volunteer Program (year round provided by Learning Leaders).
- Support for increased parent participation on the School Leadership Team and subcommittees (year

Part D: Parental Engagement Activities

round provided by School Leadership Team, PTA and Parent Coordinator).

- Family support resources in the community in the areas of career development, health, social services, etc. (year round provided by the PS 104Q SBST).
- Parent Coordinator school based workshops (monthly provided by the Parent Coordinator).
- Cornell University Nutrition Workshop series (series scheduled for six weeks provided by Cornell University).
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages (year round provided by Parent Coordinator).
- Conduct workshops to increase parents understanding of CCLS standards and assessments (year round provided by assistant principals, classroom teachers, intervention specialists).
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available (Minimum of three four times a year provided by Parent Coordinator).
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish (monthly provided by Parent Coordinator)

Part E: Budget

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

Allocation Amount: \$

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

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		