



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN: 20K102

**PRINCIPAL:** CORNELIA SICHENZE

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

**SUPERINTENDENT:** KARINA COSTANTINO

## 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
Cornelia Sichenze	*Principal or Designee	
Angela Stornaiuolo	*UFT Chapter Leader or Designee	
Rachael Gannon	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Michael Silverman	Chair/Teacher	
Anna Hom	Co-Chair/Teacher	
Theone Weitz-Frank	SLT Secretary/Teacher	
Meghan Duffy	Teacher	
Samia Amino	Parent	
Melissa Walsh	Parent	
Brian Offerman-Celentano	Parent	
Rabije Perovic	Parent	
Mayada Abuhamdeh	Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval.  
Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2013, students in grade 4 and 5 will demonstrate a 2.0-3.0 increase in the median adjusted growth percentile score as measured by raw score to proficiency conversion on the 2013 New York State English Language Arts assessment and reported on the 2013 New York City Progress Report.

### **Comprehensive needs assessment**

- After careful analysis of our school's 2011-2012 New York City Progress Report, it was determined that students in the testing grades are not making adequate year over year progress in English Language Arts. The overall score for progress in ELA was 44.4% for all students tested and 39.6% for students in the school's bottom third. This analysis was in comparison to similar schools which are in this schools peer horizon.

### **Instructional strategies/activities**

#### **Activity #1**

- Professional Development: PD will be given on the following topics; SESIS Support, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping (CLI), and development of ELA tasks to meet the citywide expectations in K through 5. An Aussie staff developer will coach teachers across grades K-5 for a total of 30 days. An upper and lower grade teacher will attend Instructional Leads meetings and Writing Leads through the Network.
- Target Populations: All Teachers and selected teachers
- Responsible Staff Members: Assistant Principals, Staff Developers (internal and external), Instructional Coaches, Data Specialist, Lead Teachers, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

#### **Activity # 2**

- Additional Support Services: After school programs, Saturday Academy, SETSS, and AIS will be offered for those students in the school's bottom third. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 2 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs will include a Title III ESL program, an afterschool ELA program, Saturday program and Core Inquiry Team.
- Target Populations: Various students in the following sub-groups; SWD and ELL.
- Responsible Staff Members: Teachers, AIS Teachers, ESL Teachers, SETSS, Supervising APs, Data Specialist, Inquiry Team Members, and Inquiry Team Leaders
- Implementation Timeline: AIS, ELL and SETSS Services September 2012 through June 2013, After school Programs October

2012 through May 2013, Inquiry December 2012 through June 2013

### Activity # 3

- ELA Tasks: Inquiry Teams meet weekly to create and plan for the implementation of 2 ELA tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: All Teachers in K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

### Activity # 4

- Teacher Accountability: An awareness and understanding of the Danielson's Competencies will be developed at faculty and grade conferences throughout the school year. Teachers will create personal goals based upon three priority DOE Competencies. Administration and coaches will conduct cycles of frequent informal observations focusing on priority competencies 1e, 3b, and 3d. Instructional feedback will be given as a result of observations. Coaches will provide instructional support and differentiate professional development. The instructional cabinet will discuss feedback and use gleaned information to inform professional development and next steps school wide. The principal and assistant principals will attend the Network CIE Teacher Effectiveness study group which meets monthly. P.S. 102 will collaboratively work with a DOE Talent Coach as we engage in the Teacher Effectiveness Intensive (TEI) training on the *Danielson Framework for Teaching*, and coaching methods to support school leaders with teacher development and evaluation processes.
- Target Populations: All teachers and staff.
- Responsible Staff Members: Administration, coaches, internal and external staff developers.
- Implementation Timeline: September 2012 through June 2013

### Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Learning Leaders with support struggling students with one-to-one support in the area of Literacy.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- ELL teachers, ELA teachers, and administration will host 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 our school.
- Meet and Greets will take place and focus on various ELA topics around the CCLS.
- Parents will be trained on how to use ARIS Parent Link.

- Parent Coordinator will host various workshops which focus on Literacy strategies.
- The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

**Budget and resources alignment**

• Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy     X  Title I    \_\_\_\_\_ Title IIA     X  Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Our partnership with The Heartshare Program provides homework help for students and afterschool services for students 5 days a week as well as specific programs for parents, such as: home services (to help parents with family issues), and family counseling.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By June 2013, students in grade 4 and 5 will demonstrate a 2.0-3.0 increase in the median adjusted growth percentile score as measured by raw score to proficiency conversion on the 2013 New York State Mathematics assessment and reported on the 2013 New York City Progress Report.
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### **Comprehensive needs assessment**

- After careful analysis of our school's 2011-2012 New York City Progress Report, it was determined that students in the testing grades are not making adequate year over year progress in Mathematics. The overall score for progress in Mathematics was 51.2% for all students tested and 41.8% for students in the school's bottom third. This analysis was in comparison to similar schools which are in this schools peer horizon.
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### **Instructional strategies/activities**

#### **Activity #1**

- Professional Development: PD will be given throughout the year. PD will include, Exemplar Training/Math Leads provided by our network, task development to meet the citywide expectations (K through 5), CCLS in mathematics, Instructional Shifts, Realignment of the math curriculum, best practice of following the problem solving plan which is an extension from the prior year's Inquiry work, data analysis, DOK, Higher Order Thinking/ questioning in mathematics. Intervisitation will also be conducted in order to highlight best practices.
- Target Populations: Selected teachers for external PD and all teachers for in-house PD
- Responsible Staff Members: Assistant Principals for math, ELLs and SWDs, Staff Developers (internal and external), Data Specialist, and Lead Teachers, Inquiry Leaders
- Implementation Timeline: September 2012 through June 2013

#### **Activity # 2**

- Additional Support Services: Saturday Academy will be offered to students falling in the above mentioned sub-groups. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. Our AIS providers work with students at proficiency level and those approaching proficiency in order to challenge and advance them to reach higher levels of proficiency. Our SETSS teachers also support students who require additional support in mathematics.
- Target Populations: Various students in the following sub-groups; SWD and ELL.
- Responsible Staff Members: Teachers, SETSS teachers, AIS Providers, Supervising Assistant Principals, and Data Specialist
- Implementation Timeline: AIS services September 2012 through June 2013 and Saturday Math Academy February 2013 through April 2013

### Activity # 3

- Unit Exemplars: Students in grades K-5 will be exposed to DOK level 3 or higher problems on a monthly (Unit) basis using the math plan that was developed through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
- Target Populations: All students in K-5- Math
- Responsible Staff Members: Teachers, AIS Teachers, Administration, SETSS, and AIS providers
- Implementation Timeline: September 2012 through June 2013

### Activity # 4

- Mathematics Tasks: Inquiry Teams meet weekly to create and plan for the implementation of 2 Mathematics tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: All Teachers in K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

### Activity #5

- Teacher Accountability: An awareness and understanding of the Danielson's Competencies will be developed at faculty and grade conferences throughout the school year. Teachers will create personal goals based upon three priority DOE Competencies. Administration and coaches will conduct cycles of frequent informal observations focusing on priority competencies 1e, 3b, and 3d. Instructional feedback will be given as a result of observations. Coaches will provide instructional support there by differentiating professional development. The instructional cabinet will discuss upon feedback and use gleaned information to inform professional development and next steps school wide. The principal and assistant principals will attend the Network CIE Teacher Effectiveness study group which meets monthly. P.S. 102 will collaboratively work with a DOE Talent Coach as we engage in the Teacher Effectiveness Intensive (TEI) training on the Danielson Framework for Teaching, and coaching methods to support school leaders with teacher development and evaluation processes.
- Target Populations: All teachers and staff.
- Responsible Staff Members: Administration, coaches, internal and external staff developers.
- Implementation Timeline: September 2012 through June 2013

### Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level in math.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.

- The administration will host math 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 our school.
- Meet and Greets will take place and focus on various mathematics topics around the CCLS.
- Parent Coordinator will host various workshops.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Our partnership with The Heartshare Program provides homework help for students and afterschool services for students 5 days a week as well as specific programs for parents, such as: home services (to help parents with family issues), and family counseling.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- By June 2013, the percentage of students with disabilities performing at proficiency (Level 3 or higher) on the 2013 New York State ELA Exam will increase by 2%-4%.

#### **Comprehensive needs assessment**

- Assessment of student work from both tasks administered (Fall and Spring)
- Assessment of student Exemplar work to inform instructional next steps
- Increase in student proficiency as measured by the Spring task
- Increase in student proficiency as measured by school literacy and math assessments (ongoing)
- The 2011-2012 ELA performance of students with disabilities indicated that 32% were proficient (scoring in Level 3 or 4)

#### **Instructional strategies/activities**

##### **Activity #1**

- Professional Development: Professional Development will be given throughout the year to teachers and support staff which will include: Depth of Knowledge Training, IIM Training, task development to meet the citywide expectations (K-5), Instructional Shifts, Inquiry Work and UDL. In June 2013 65% of all students in Grades K-5 will demonstrate a Level 3 or Level 4 on the Spring 2013 Literacy Performance Task.
- Target Populations: All teachers for external and internal professional development.
- Responsible Staff Members: Assistant Principals, Staff Developers, Data Specialist, Lead Teachers and Inquiry Facilitators.
- Implementation Timeline: September 2012 through June 2013

##### **Activity #2**

- Additional Support Services: Flexible programming will be created and implemented to assist SWD, Enrichment Afterschool Programs, CCSS Afterschool, AIS Programs, Saturday Academy, IIM Project development, and UDL Practices.
- Target Populations: All students with focus on various students in the following subgroups: SWD and ELL.
- Responsible Staff Members: Assistant Principals, Teachers, SETSS teachers, AIS Providers, ELL teachers, Coaches and Data Specialist.
- Implementation Timeline: September 2012 through June 2013

##### **Activity #3**

- ELA Tasks: Teachers will collaboratively assess student work products from previous tasks, reflect and analyze trends in order to create new tasks. Teachers will make revisions to last year's performance tasks and plan for Fall 2012 task based on analysis of student work and teacher knowledge re: depth of knowledge aligned to meet the Common Core State Standards. Ongoing analysis and collaboration among teachers will develop the Spring Tasks in ELA. Teachers will continue to align Literacy tasks to

the current curriculum maps. Teachers will use the Professional Learning Community time to plan scaffolds and extensions to the curriculum to ensure differentiation of instruction. Teachers will collaboratively assess student work to inform instruction and consult UDL Guidelines when planning instruction and assessment for ELA.

**Strategies to increase parental involvement**

- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- Provide a parent workshop clearly explaining the instructional shifts.
- Provide a parent workshop clearly explaining Depth of Knowledge learning.
- ELL teachers, Literacy teachers, and administration will host 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 our school.
- Meet and Greets will take place and focus on various Literacy topics around the CCLS.
- Parents will be trained on how to use ARIS Parent Link.
- Parent Coordinator will host various workshops.
- Poetry Nights will be held several times a year.
- The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X Tax Levy    X Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Principal, 2 Assistant Principals, 2 Coaches, Five AIS Teachers, Inquiry and Common Core Instructional Team Members, Per Session Allocation

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	- Students in K participate in the Foundations Program.	Whole class instruction	During the school day
	- Students in Grade 1 through 5 use the Triumphs Intervention Program	Whole class instruction	During the school day
	- AIS Pull-Out & Push-In Program	Small group instruction	During the school day
	- Orton-Gillingham strategies and methodologies are implemented.	Whole class and small group instruction	During the school day
	- CCSS Afterschool Academic Intervention Program	Small group instruction	After the school day
	- Saturday Academic Academy Intervention Program	Small group instruction	Weekend
	- Extended Day Academic Intervention	Small group instruction	After the school day (Monday & Tuesday) 37 ½ minutes
Mathematics	- Extended Day Academic	Small group instruction	After the school day (Monday &

	<p>Intervention</p> <ul style="list-style-type: none"> <li>-CCSS Afterschool Academic Intervention Program</li> <li>Saturday Academic Academy Intervention Program</li> </ul>	<p>Small group instruction</p> <p>Small group instruction</p>	<p>Tuesday) 37 ½ minutes After the school day</p> <p>Weekend</p>
Science	<ul style="list-style-type: none"> <li>- Science Foss Kits are used in Grades K-5.</li> <li>- Science experiments are conducted during the science periods.</li> <li>- Science notebooks are utilized to support writing that is aligned to the CCLS.</li> <li>-Culminating activities are provided to students throughout the unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are pulled into small groups based on data.</li> <li>- Students are conferred with on-on-one to address specific academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Students receive AIS services during the school day to support readings in the content area.</li> <li>- Students will be receiving 37 ½ minute support, 2 times per week.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>- Houghton Mifflin is utilized to implement the Social Studies curriculum in grade 3-5.</li> <li>- Trade books are used to support the Social Studies Curriculum through read-alouds and/or shared reading.</li> <li>- Culminating activities are provided to students throughout the unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are pulled into small groups based on data.</li> <li>- Students are conferred with on-on-one to address specific academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Students receive AIS services during the school day to support readings in the content area.</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	<ul style="list-style-type: none"> <li>- Play therapy to address social, emotional, and</li> </ul>	<ul style="list-style-type: none"> <li>- One-to-one</li> <li>- Small group counseling</li> </ul>	<ul style="list-style-type: none"> <li>- Students receive services during the school day.</li> </ul>

Worker, etc.)	behavioral needs is done on a daily basis for our at-risk students.		- Students can receive additional services after school during NIA.
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All of the Teachers at PS 102 are Highly Qualified.
- Mentors are assigned to support struggling and non-HQT.
- Professional Development is provided to support the retention of Highly Qualified Teachers.
- When a new position arises, the administration tries to hire a Highly Qualified Teacher to fill the position. If a Highly Qualified Teacher is not selected for the job, the administration will ensure that the teacher selected is supported to become Highly Qualified.
- When reorganizing, the administration ensures that the assignment matches the teacher's license area.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Brooklyn District: 20 School Number: 102 School Name: P.S. 102 The Bayview  
Cluster Leader: Christopher Groll Network Leader: Neal Opromalla Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/04/12      Senior ELL CPS: Nilda Kraft  Additional Comments:		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Bay View School	DBN: 20K102
Cluster Leader: Cluster 4/ Christopher Groll	Network Leader: 409/Neal Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

P.S. 102 believes that all children can achieve academically and socially when provided with an interactive and challenging instructional program focused on the individual needs of our multicultural students. The current enrollment of 1,326 students (K-5) represents a diverse community population. Approximately 14% of our population, 180 students, are currently identified as English Language Learners and receive ESL services. P.S. 102 has four certified ESL teachers on staff who service ELLs in a free-standing ESL program.

Our Free-Standing ESL program provides instruction for our eligible ELLs. Each of our four certified ESL teachers work with three to five ELL groups per day based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs per week. In the 2012- 2013 year, each ESL teacher is working with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade. ESL teachers are following the pull-out model when providing instruction to our beginner, intermediate, and advanced ELLs. Where there are clusters of ELLs in a single class, ESL teachers provide push-in services or a combination of push-in and pull-out services. ESL teachers are currently providing push-in services in one class on each of the following grades- kindergarten, first, second and third grades.

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

Title III Instructional Programs

Our Title III ELL After-school Enrichment Program will consist of approximately 10 English Language Learners (ELLs) who require additional language, literacy and academic development. The

## Part B: Direct Instruction Supplemental Program Information

after-school program will run from October 25, 2012 through May 24, 2013 for ninety minute sessions from 2:40- 4:10 on Thursday and Friday. A certified ESL teacher will work with third grade advanced ELLs in a small group to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. We will also pilot the use of the research-based Imagine Learning English program which is an interactive computer-based program that provides intensive small-group reading interventions, incorporates extensive and varied vocabulary instruction, and develops academic English during this time. This group will meet for a total of 3 hours a week for 27 weeks for a total of 81 instructional hours. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, math and ELA test practice materials, and listening center materials. We will also provide professional development for the teaching staff focused on differentiation of instruction for ELLs as well as using effective ESL strategies with ELLs throughout the school year. A supervisor will be on site at no cost to the Title III Supplemental Program.

We will also offer a Title III Saturday ELL Enrichment Program geared to our newcomer English Language Learners students who have received ELL services for less than three years with priority given to newcomer ELLs in fourth grade and then, if space permits, to newcomer ELLs in grades 3 and 5. The Title III Saturday ELL Enrichment Program will take place on nine Saturday sessions from 9:00 am to 12:00 pm (tentatively scheduled on November 10, November 17, December 1, December 8, December 15, January 5, January 12, January 19, and January 26 of the 2012-2013 school year). Students will arrive at 8:45 am to our auditorium under the supervision of the teacher-in-charge to minimize lateness and loss of instructional time. One certified ESL teacher will provide small group instruction using a thematic approach in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities as well as acquire new content area vocabulary and concepts. We will also pilot the use of the research-based Imagine Learning program. Imagine Learning is an interactive computer-based program that provides intensive small-group reading interventions, focuses on extensive vocabulary instruction, and develops academic English. Imagine Learning also includes a native language component in the learning process on an as-needed basis; available language options include our two predominant language groups, Arabic and Spanish. The goal of the Title III Saturday ELL Enrichment Program is to provide extensive language development opportunities, scaffolded academic support in an optimal environment, and exposure to computer-based programs so that our Newcomer ELLs will be able to demonstrate growth in their English language proficiency as measured by the NYSESLAT as well as develop their confidence in navigating a new language and a new academic setting. Allocated funding will be used to purchase appropriate grade level instructional materials, literacy learning materials, 5 to 10 Imagine Learning English student user licenses and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings. A teacher in charge will be on site for the nine Saturday sessions for four hours to ensure a safe and rigorous academic environment and will be paid at the teacher per session rate; there is no other concurrent program running at this time in the school building. A school aide will assist at no cost to the Title III Supplemental Programs.

The Saturday ELL Academy will run for 3 Saturday sessions in April / May 2013 (tentatively

## Part B: Direct Instruction Supplemental Program Information

scheduled on April 13, April 20, April 27, and May 4, 2013) to provide students with instruction geared toward the upcoming NYSESLAT. Four certified ESL teachers will provide small-group instruction to approximately 40- 50 ELLs in grades 2-5 during the Saturday ELL Academy for 3 hours per week from 9:00 am to 12:00 pm for three weeks. Students will arrive at 8:45 am to our auditorium under the supervision of the teacher-in-charge to minimize lateness and loss of instructional time. The ESL teachers will familiarize the students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities prior to the administration of the NYSESLAT. The goal of the program is to provide extra support in an optimal environment so that our ELLs will be able to demonstrate growth in their English language proficiency. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, literacy learning materials, and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings. A total of three per-session hours per ESL teacher (one hour prior to each Saturday session) will be allocated as ESL curriculum development planning sessions for the certified ESL teachers to set up the program rosters, notify parents, brainstorm ideas, develop appropriate materials, and procure NYSESLAT samplers. A teacher in charge will be on site for the three Saturday sessions for four hours to ensure a safe and rigorous academic environment and will be paid at the teacher per session rate; there is no other concurrent program running at this time. A school aide will assist at no cost to the Title III Supplemental Programs.

We will also conduct an ELL Academy for ELA/Math for our English Language Learners in grades 3, 4 and 5 on eight Saturday sessions in February, March, and April 2013 (tentatively scheduled on February 2, February 9, February 16, March 2, March 9, March 16, April 6, and April 13, 2013) for 3 hours from 9:00 am to 12:00 pm. Students will arrive at 8:45 am to our auditorium under the supervision of the teacher-in-charge to minimize lateness and loss of instructional time. Two certified ESL teachers will provide small group instruction for approximately 20-30 ELLs who will be taking the NYS ELA and Math tests in April 2013. Our goal is to provide the students with language, literacy, and academic support as well as optimal learning opportunities through the use of ESL instructional strategies to prepare the students for the upcoming tests. Allocated funding will be used to purchase grade level instructional materials such as ELA and Math test practice materials, literacy center materials, and listening center materials as well as provide professional development for the teaching staff in the effective use of ESL strategies with ELLs. A teacher in charge will be on site for the three Saturday sessions for four hours to ensure a safe and rigorous academic environment and will be paid at the teacher per session rate; the other program running at this time is funded by Title III Immigrant Funds. A school aide will assist at no cost to the Title III Supplemental Programs.

## Part C: Professional Development

### 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:

Title III teachers and our classroom teachers, ESL teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by our CFN network and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another. Our ESL teachers are tentatively planning to attend some of the professional development opportunities offered by the NYC DOE Office of ELLs such as "Co-Teaching: How to Have a Successful Push-in ESL Model," "Brain Research: Keeping ELLs in Mind," "Enacting Common Core Learning Standards Practices to Support Achievement for ELLs in Mathematics" throughout the year. A portion of Title III Supplemental funds- \$1,000.00 - will be used toward professional development for staff training in the use and implementation of the Imagine Learning English program.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Our parent coordinator is a wonderful resource for all of our parents and caregivers; in particular, she researches and distributes information about adult ESL classes and other parent resources in the community. Our parent coordinator is tentatively conducting a Title III Conversational ESL Class for parents on Wednesdays from November through June. In collaboration with the parent coordinator, the ESL department also provides ESL materials appropriate for adults to inquiring parents. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, parent workshops and other school events. Our P.S. 102 website is updated on a daily basis and is instantly translatable in several languages. In addition, she organizes the Learning Leaders program which provides tutoring for our struggling students including our ELLs. The Learning Leaders program also has several bilingual parents/community members in the program who are teamed up with ELLs who share a common native language. The Learning Leaders program continues to be an effective way to involve parents in our school. Our parent coordinator also organizes a variety of family activities such as movie nights and sports nights to encourage parents to participate in school-wide events. Another successful event was the P.S. 102 Welcome Mural Project which involved many of our parents and community

**Part D: Parental Engagement Activities**

members; the mural includes images reflective of our multicultural community as well as the word "welcome" in a multitude of languages. These activities will take place at no cost to the Title III Immigrant budget.

**Part E: Budget**

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

Allocation Amount: \$

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