



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JACQUES CARTIER SCHOOL – P.S. 102M

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

DISTRICT 4/MANHATTAN/04M102

ADDRESS: 315 EAST 113TH STREET

TELEPHONE: 1-212-860-5834

FAX: 1-212-860-6076

PRINCIPAL: SANDRA GITTENS

EMAIL: SGITTEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

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
SANDRA GITTENS	*Principal or Designee	Sandra Gittens
LISA ORTIZ	*UFT Chapter Leader or Designee	Lisa Ortiz
SANDRA PUGH	*PA/PTA President or Designated Co-President	Sandra Pugh
IRENE GARCIA	DC 37 Representative, if applicable	Irene Garcia
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	N/A
N/A	CBO Representative, if applicable	N/A
DAWN PIMENTEL	Member/Teacher	Dawn Pimentel
PERNELL JONES	Member/Teacher	Pernell Jones
CINDY WAGNER	Member/PTA Vice President	Cindy Wagner
ADELITA QUILES	Member/PTA Co-Secretary	Adelita Quiles

VIVIAN FELICIANO	Member/PTA Treasurer	Vivian Feliciano
N/A	Member/	N/A
N/A	Member/	N/A

** 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

- **To improve academic achievement in ELA for all ELLs and Students with a Disability (SWD/ IEP) By June 2013, based upon this year's Progress Report, ELL& Special Education (SWD) students in grades 4-5 will demonstrate an increase of 5% their score as evidenced by the results of the 2013 NYS ELA Assessment.**

Comprehensive needs assessment

- Based upon our 2012 Progress Report data, we show 44% of ICT and 17% of self contained students at proficiency level in ELA. Additionally, our data shows that 28% of our English Language Learners are in the 75th percentile for progress in ELA. We would like to improve on these gains. Finally, focusing on an increase in our proficiency rates with these populations also aligns to the goals of our district as a DINI.

Instructional strategies/activities

- Extended Day Program (37 ½ minutes, Sept. 2012 to June 2013)
- PS 102 Title III ELA and Math After-School Program on Tuesdays from 3:11 PM – 5:11 PM
- Continue TC Units of Study
- Push In Student Support with ESL and SETSS teachers for students at Risk during guided reading components of the literacy block
- Coaching In Teacher Support
- 3-4 Periods weekly for teacher common planning
- AIS ELA Teacher
- ESL Teacher
- SETSS Teacher Support for students at risk
- Short and Interim Goal Setting to track student progress and performance
- One period per week, teachers will meet and look at student data for revision of instructional goals
- Students will be evaluated using running records
- Teachers will monitor student reading logs to determine if students have been reading books on level for 25 minutes each day during daily independent reading time in order to build stamina in reading.
- Maintain conferencing notes in order to determine next steps for instruction and improvement
- Progress monitor students via assessments in order to provide differentiated instruction

Classroom Teacher During the ELA Block and Extended Day Program students will:

- produce writing pieces bases aligned with the CCLS
- take part in mini lessons shared writing and conferences
- engage in small group instruction in reading comprehension & fluency
- read, and participate in classroom discussions
- engage in word study activities

Classroom Teacher:

- Teachers will learn to examine individual student IEPs in order to determine if a particular child's reading level meets his or her IEP goals. Next, teachers will learn to determine if the child's reading level does not align with his or her IEP goals and the teachers will learn how to adapt the reading curriculum to conform to expectations for student progress set forth within each IEP.
- ESL teacher collaboration with classroom teachers in an effort to support identifying and establishment of ESL goals in reading, writing, speaking, and listening for the ELL population
- Teachers will also monitor students' class work and homework to determine if students are meeting their IEP reading goals
- Students will be evaluated using running records with a focus on the aspects of reading with which they need help.
- Create monthly Unit Plans with differentiated strategies for targeted instructional groups

Evidence Used Throughout the Year to Evaluate Students' Progress:

- Student reading logs will be monitored by teachers.
- Monitoring of Running Records every 4-6 weeks
- Student IEP's will be monitored and reviewed.
- Monthly Student progress reports sent home will be monitored and reviewed to track student achievement.
- Teacher made assessments
- Benchmark Assessments
- Attendance Sheets and Agendas from Professional Development Workshops conducted during lunch and prep periods will be reviewed and will reflect the teachers who attend the Professional Development workshops
- Attendance Sheets and Agendas from grade meetings conducted during common prep periods will be reviewed and will reflect the teachers who attend these grade meetings
- Student progress will be monitored using various assessments, such as Running Records, E-CLAS-2, Benchmark Assessments,

and teacher made assessments.

- Teachers' lesson plans will reflect rigor and differentiated instruction

Strategies to increase parental involvement

Provide parental workshops as follows:

- Access, retrieve, understand, interpret data, and use the ARIS Parent Link
- Implement literacy strategies that are aligned to the CCLS and curricula in order to assist their children
- Implement English as a Second Language ELA strategies and activities
- Providing strategies to assist their child in becoming a better reader by reading and listening to them
- Providing strategies to assist their children with homework

Budget and resources alignment

- Indicate your school's Title I status: 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

• Funding Source:

- Title 1 (Literacy Coach, AIS Literacy teacher, in-house professional development for teachers, and student materials)
- Tax Levy (salaries for classroom teachers, purchase of classroom library books, testing materials, AIS materials (Great Leaps Program, Text Talk, Foundations, Quick Reads Fluency Program, Just Words and Wilson Reading System), and Core Curriculum materials)
- NYSTL (student materials)

Title 1 funds and local tax levy funds will be coordinated and integrated to develop a coherent instructional plan for the whole school.

Our Title 1 Program uses student data from standardized tests, teacher observation, and benchmark assessments to formulate groups of students in Grades K to 5 to receive services. Push –in sessions are scheduled together with classroom teachers so as to provide support within the classroom during key subject areas. Tier II groups are scheduled for pull out sessions so that they do not conflict with Tier I instruction. All materials purchased are based on scientifically based research and have proven effective in the program as well as other schools. All services are delivered within the school day and during the Extended Day program.

All Title 1 and AIS students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project based learning.

Title 1 teachers parallel instruction to the objectives being presented in the classroom through alternate modalities and resources. Teachers differentiate instruction to meet the needs of the students as outlined by running records, classroom assessments/observations and standardized assessments in ELA and Math

PS 102 has a staff of 98% Highly Qualified Teachers.

Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

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Title 1 Progress Reports allow parents to see benchmark progress of their children within the Title 1 Program. These reports are in addition to the mandated report cards. Meetings are set between the Title 1 teacher and parent so that they can collaborate on this academic progress. These reports highlight student strengths and weaknesses and the strategies being taken to address them. The weekly Parent Engagement Workshops highlight assistance to families on how to support students at home and awareness of community resources to assist them.

Title 1 funding constitutes the source for the majority of our AIS program. This program is outlined in this document

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

- **To improve academic achievement in Math for all ELLs and Students with a Disability (SWD/ IEP). Based upon this year’s Progress Report, ELL& Special Education (SWD) students in grades 4-5 will demonstrate an increase of 5% in their scale score as evidenced by the results of the 2013 NYS Math Assessment.**

Comprehensive needs assessment

- Based upon our 2012 Progress Report data, we show 67% of ICT and 14% of self contained students at proficiency level in Math. Additionally, our data shows that 44% of our English Language Learners are in the 75th percentile or higher for progress in Math. We would like to improve on these gains. Finally, focusing on an increase in our proficiency rates with these populations also aligns to the goals of our district as a DINI.
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Instructional strategies/activities

- Extended Day Program (37 ½ minutes; Sept. 2012 to June 2013)
- PS 102 Title III ELA and Math After-School Program on Tuesdays from 3:11 PM – 5:11 PM
- Extra Special Education Teacher Support for ELLs and students with an IEP
- 3-4 Common Planning Periods
- AIS Math Teacher
- Monthly Pre &/Post Unit Test
- Writing in Math
- Monthly Unit Plans with differentiated strategies for targeted instructional groups

- Use of Graphic Organizers
- Chunking of information
- Daily/Weekly Lesson
- Teacher Observation
- Title II B Math Grant at Hunter College

Evidence Used Throughout the Year to Evaluate Students' Progress:

- Agendas and sign in sheets from PD's and Grade Meetings
- Student math journals and notebooks will be monitored by teachers.
- Student IEP's will be monitored and reviewed by administration.
- Student progress will be monitored
- Post Unit Assessments
- Results from E-CAM

Strategies to increase parental involvement

Provide parental workshops as follows:

- Access, retrieve, understand, interpret data, and use the ARIS Parent Link for Math purposes
- Implement Math strategies that are aligned to the Math Standards and curricula in order to assist their children
- Implement English as a Second Language Math strategies and activities
- Implement Math test preparation strategies and activities
- Provide strategies to assist their children with homework

Budget and resources alignment

• Indicate your school's Title I status: 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

- **We will use the Title II B Math Grant from Hunter College**

If other is selected describe here:

Service and program coordination

Funding Source:

- Title 1 (Math Coach, and AIS Math teacher, in-house professional development for teachers, and student materials)
- Tax Levy (salaries for teachers, testing materials, AIS materials, purchasing of Core Curriculum materials, and Invision Math materials and consumables)
- NYSTL (student materials)
- Title IIB Math Grant

Title 1 funds and local tax levy funds will be coordinated and integrated to develop a coherent instructional plan for the whole school.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **To improve teacher effectiveness by developing a shared understanding of instructional excellence and engaging in frequent cycles of formative observations and feedback aligned to Danielson’s Framework for Teaching**

Comprehensive needs assessment

- Research has shown that engaging teachers in short frequent informal observations of their practice, and providing timely feedback, supports them in improving their practice, which in turn has a positive impact on student achievement. The NYC Citywide Expectations ask us to utilize the Danielson framework to do this work.

Instructional strategies/activities

- P.S. 102 will partner with the Office of Teacher Effectiveness
- P.S. 102 will be part of the TEP Pilot Program
- Principal and AP will conduct 4 low inference observations for all teachers, 2 formal observations for all teachers
- We will practice using *Charlotte Danielson Framework for Teaching* rubric
- We will use low inference evidence
- We will practice giving immediate concrete, actionable feedback.
- The Principal and A.P. will give feedback on all of the Domains in the Danielson rubric.
- Professional development will be provided for teachers to assist in the integration of the all components of the Danielson rubric.
- School leaders will set up and follow a schedule for teacher observation and feedback using the Danielson rubric.
- Teachers will engage in cycles of inter-classroom visitations and practice low inference note taking and feedback.

Evidence Used Throughout the Year to Evaluate Progress:

- Individual analysis and recommendation next steps for each teacher for progress and movement to the next level within the continuum.
- Teacher self-assessments on all components based on the Charlotte Danielson rubric.
- The classroom teacher will show signs of effective improvement in their practice based upon observations and feedback from the Danielson rubric

Strategies to increase parental involvement**Teachers will:**

- Utilize current bilingual staff for translations during parent meetings

- Diversify the methods of communication to reach families
- View the PS 102 website to ensure that parent sites are regularly updated and relevant
- Communicate and implement activities during Family Literacy/Family Math Night
- Provide parents with pertinent information regarding the curricula for their child's grade level (i.e." Open House")
- Develop, establish, and maintain a strong home connection by informing parents of their child's curriculum in reading, writing, math, social studies, science and technology.
- Distribute Parental Monthly Student Progress Reports
- Include parents in all curricula celebrations (i.e. publishing parties)
- Conduct IEP's in a timely manner and inform the parents of the goals in the IEP and how they can assist their child
- Discuss and provide parents with information regarding curricula rubrics and criteria so that their child can demonstrate academic and behavioral growth

Budget and resources alignment

- Indicate your school's Title I status: 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 X Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

At NO cost to P.S. 102, PDN Technology Grant

Service and program coordination

Funding Source:

- Tax Levy (Inquiry team/Data specialist salaries, planning sessions, and purchasing for hardware and software)
- Title 1 (Professional Development and professional reading materials)
- Title IIA (salaries for Special Education 12:1:1 teacher)
- PDN Technology Grant

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Parent involvement is a key component to the success of PS 102. The goal is to increase parent involvement in the PS 102 school community. The parent response rate based on the 2012 Learning Environment Survey will increase from the current 93% to at least 94%.

Comprehensive needs assessment

- An important component of student success is a strong home-school relationship. While we have shown strong growth in parental involvement, we want to continue to do so by focusing on strengthening parental participation throughout the school year.

Instructional strategies/activities

- Review the specific questions of the Learning Environment Survey related to Communication for Parents, Students, and Teachers and recognize areas in need of improvement.
- Reflect on the success of current methods of parent notification and interaction and search for ways to increase their effectiveness
- Review the Home Language Survey to determine which families require translations of official DOE communications
- Utilize current bilingual staff for translations during parent meetings and phone calls
- Parents who are members of PS 102's SLT will facilitate the flow of information to the PS 102 Community through collaboration during our monthly PTA newsletters and at PTA meetings
- Diversify the methods of communications to reach more families
- View the PS 102 website to ensure that parent sites are regularly updated and relevant
- Provide parent workshops related to Middle School articulation, ARIS Parent Link, and conduct Family Literacy Night/Family Math Night, and Learning Leaders
- Provide Professional Development related to training Learning Leaders – Title 1 ARRA
- Provide Parent workshops to include Family Literacy Night, Family Math Night, Meet and Greet, Middle School Articulation, ESL, Internet Safety, New Parents Workshop, TCRWP and Your Child, and NYS Assessments – Title 1 ARRA
- Establish a strong home school connection by having teachers communicate with families in order to inform parents regarding reading, writing, and math goals for each child, identified on his/her IEP and/or 2012 NYSESLAT
- Distribute Parental Monthly Student Progress Reports
- Develop and conduct workshops which will assist parents in developing and strengthening the parent/teacher relationship and which will further parents' academic skills so as to become educational facilitators on their children's behalf.

- Parents will participate in Adult ESL workshops (At NO cost to Title III) throughout the school year, September 2012 – June 2013 are the projected dates
- Parents will participate in The Adult ESL Parental Academy, Title III funding, November 2012 - May 2013 (pending Title III funding) projected dates and other related workshops and school functions. Parents will be provided with workshops in:
 - The use of computer technology and software to support their child’s learning and their own learning
 - How to utilize ARIS to retrieve data
 - How to understand, interpret, and use data
 - English as a Second Language strategies and activities
 - How to understand and how to implement strategies and activities for the New York State ELA and Math Standards and Curricula
 - Supporting their child’s learning in ELA and Mathematics
 - Helping their child become a better reader
 - Helping their child with homework
 - Behavior Modification techniques to foster positive behavior
 - Making the home-school connection
 - The use of “Listening Centers” to develop auditory, fluency, and conversational skills
 - The New York State ELA and Math Standards and Curriculum and Common Core Learning Standards
 - Supporting their child’s learning in ELA and Mathematics
 - Develop and strengthen the parent/teacher relationship and further their academic skills, so as to become educational facilitators on their children’s behalf.
- In addition to workshops, we will collaborate with the Parent Coordinator and the P.T.A. in the production of a parent handbook, monthly newsletter and calendar of events.
- Parents will be invited to our several special celebrations (literacy celebrations and publishing parties, and music and theatre productions)

Evidence Used Throughout the Year to Evaluate Progress:

- Parent workshop attendance sign-in sheets
- Parent responses on the 2013 Learning Environment
- Parents Association meeting attendance and feedback
- Formal and informal parent conversations during the regular school day and dismissal
- Incorporation of Learning Leaders into classrooms

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PLEASE REFER TO THE ABOVEMENTIONED ITEMS IN THIS SECTION

Budget and resources alignment

- Indicate your school's Title I status: 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
 - **We will use Title 1 to train Learning Leaders**

If other is selected describe here:

Service and program coordination

- Title 1 (1% will be used for professional development and purchase of materials for parents)
- Title 3 (used for salaries for the ESL class offered to parents and to pay teachers who work in the P.S. 102 ELA & Math After-School Program)
- Tax Levy (Pay stipends for SLT)
- TL translation (translation for parental notices)
- Title 1 SWP (Translation)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To continue to improve the attendance rate by June 2013, the overall attendance rate for the entire student body in grades Pre-K -5 will increase to 94%.

Comprehensive needs assessment

- Through the Mayor’s Task Force, we have made gains in overall student attendance. We hope to continue to see attendance improvements in our second year with this initiative.

Instructional strategies/activities

- Continue to conduct weekly meetings with the Attendance Teacher from the Network, Mayor’s Task Force, Counseling In Schools and with the School’s Attendance Committee to discuss attendance issues such as lateness, 407’s, and absences
- Maintain and review log of phone calls made, letters sent and home visits made to parents to evaluate improvement in attendance and lateness
- On a daily basis, call parents regarding student absenteeism and lateness
- Provide weekly Attendance incentives to acknowledge those students with “perfect attendance” and “improvement in attendance”
- Attendance will be discussed at the monthly PTA meetings
- Assemblies for students who have perfect attendance.

Evidence Used Throughout the Year to Evaluate Progress:

Monitor the daily, weekly & monthly attendance to date as measured by ATS and the statistics section on the schools.nyc.gov website and based on the 2012-2013 Progress Report

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PS 102 will:

- Maintain and review log of phone calls made, letters sent and home visits made to parents to evaluate improvement in attendance and lateness

- On a daily basis, call parents regarding student absenteeism and lateness
- Attendance will be discussed at the monthly PTA meetings
- Parents will be invited to attend Assemblies for students who have perfect attendance.

Budget and resources alignment

- Indicate your school's Title I status: 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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Tax Levy (Purchase of incentives for children with perfect attendance)
- At NO cost to the school, At-Risk counselors (Hunter Interns & Site Supervisor) will provide counseling to children as needed as well as children who need counseling regarding attendance)

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	<p>A.I.S. Literacy Program:</p> <ul style="list-style-type: none"> • Wilson Program • Foundations Program • Just Words (Wilson) • Fluency activities and strategies 	<p><u>A.I.S. Reading Program:</u></p> <p>In response to the Citywide Initiative for Response to Intervention concerning English Language Arts (RTI), the Title I Reading/ AIS Teacher services students in grades K,1, and 2 that have not met the benchmarks in ECLAS. These students receive a “Double Dose” of Foundations, which is the word study (decoding and encoding) program used in all classes in grades K-2 throughout the school. Students are serviced for 40 minutes 3 to 5 times a week. This is a pull –out model. The Title 1 Reading/AIS Teacher coordinates her schedule with the classroom teacher so that students are not pulled out of Tier 1 Literacy instruction in order to receive their Tier II intervention. The Title 1 Reading/AIS Teacher also articulates with the classroom teacher so that they are teaching the same concepts/units. Based on end of Unit tests and observations, the classroom teacher also articulates to the Title 1 Reading/AIS Teacher the skills and concepts students still need to develop. The Title 1 Reading/AIS Teacher also Progress Monitors all students receiving Tier II interventions as to help determine if services should continue, be modified, or discontinued.</p>	<p>The A.I.S Literacy Program occurs during the school day</p>

		<p>The Title 1 Reading/AIS Teacher also works with students in grades 3, 4, and 5, who have scored a Level 1 or Level 2 on the ELA State- Wide Test. These students receive instruction in the Wilson Just Words Program or Wilson. The Title 1 Reading/AIS teacher also serves as a resource for classroom teachers. She provides professional development in teaching various literacy strategies. The Title 1 Reading/ AIS teacher also provides specific professional development in Foundations and acts as the Foundations “coach” for the school.</p> <p>The Title 1 Reading/AIS program works with students in grades 1, 2, 3, 4 & 5 by identifying and tailoring instruction to meet students’ specific needs. All students in grades 1-5 are served by a push-in and pull – out model. Instruction for identified students in grades 1-5 takes place in the classroom and in the Title 1 Reading/AIS room. The primary focal point of push-in whole-class lessons is to model teaching strategies for the classroom teacher. Both the classroom and Title 1 Reading/AIS Teacher discuss data. As a result of these discussions, the teachers decide which reading skills need to be strengthened. The Push-in Model then provides instruction in these skills, which may also lead to differentiated instruction where the ELA AIS teacher works with specific targeted children.</p> <p>The pullout model is used when both the classroom teacher and the AIS teacher agree that the targeted students may need more support in a specific skill and/or need more intensive small group instruction. Additional students may be referred to the Academic Intervention Team (AIT)/Response to Intervention Team (RTI), which</p>	
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		<p>reviews the data and confers with the classroom teacher in order to make a decision regarding Tier 2 interventions. Students then receive interventions based on their needs. Parents are notified when the intervention has begun and when it will end. Students will be progress monitored after approximately 8 weeks to determine whether the intervention should continue, discontinue or be modified.</p> <p><u>AIS in ELA targets At-Risk students including Students with Disabilities:</u></p> <ul style="list-style-type: none"> • Tier I Interventions will be scheduled during the literacy period for differentiated instruction in all classes. The effectiveness of Tier I Interventions will be determined through frequent content and skills based data analysis including ECLAS. Students who are not benefiting from Tier I interventions will be recommended for Tier 2 intervention, Extended Day, (37 ½ minutes) and/or the ELA After-School Program. • Tier II Interventions will be scheduled during the week depending on the needs of the students, whereby a specific differentiated instructional plan will be tailored to target students' unique academic needs. 	
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		<p><u>AIS ELA for English Language Learners:</u> AIS in ESL is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One 45 or 90 minute period per week for teachers whose program allow us to do so • Differentiate instruction in all ESL classes – Tier I Intervention Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced through AIS/RTI , where a specific plan will be tailored to meet their unique needs. • Tier I Interventions will be scheduled during one 45 minute periods per week during the ESL period, literacy period and the Extended Day (37 ½) period for differentiated instruction in all classes. Through frequent content and skills based assessment and ECLAS, the effectiveness of Tier I interventions for ELLs will be determined. <p>Tier II Interventions will take place in the ESL and/or AIS/RTI room. ELLs will be pulled out by the ESL teacher and/or the AIS teacher to address their needs.</p>	
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<p>Mathematics</p>	<p>A.I.S. Math Program</p>	<p><u>A.I.S. Mathematics Program:</u> Our math curriculum for grades K, 1, 4, 5 is the Everyday Math Program. It emphasizes higher order thinking skills and learning through the use of manipulatives. The math block consists of the following components: a mental math exercise, homework review, a developmental lesson, and the assignment for homework.</p> <p>All aspects of P.S. 102's mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children on all grade levels and with particular emphasis on the acquisition of strategies to improve achievement of students scoring in the first, second, and third levels on standardized tests. Our teaching staff employs a wide variety of methods and approaches, as delineated in the Action Plans, to improve the mathematics achievement of all our children.</p> <p>Serving children on level 1 and 2 in grades 3-5, the AIS Math teacher supports and works with small groups (grades 3-5) on computational error patterns, problem-solving strategies, integrating learning and testing, student generated projects, games and puzzles, in order to develop an understanding and appreciation of mathematics. The AIS Math teacher serves as a resource and model for classroom teachers. The AIS Math teacher articulates with classroom teachers to support instruction. In order to increase the number of students in grades 3-5 on levels 2</p>	<p>The A.I.S. Math Program occurs during the school day</p>
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		<p>and 3, emphasis is placed on small group differentiated instruction during the math period. The teacher modifies instructional approaches based on feedback from student assessments and teacher recommendations.</p> <p>Serving children on level 1 and 2 in grades 3-5, the AIS Math teacher supports and works with small groups (grades 3-5) on computational error patterns, problem-solving strategies, integrating learning and testing, student generated projects, games and puzzles, in order to develop an understanding and appreciation of mathematics. The AIS Math teacher serves as a resource and model for classroom teachers. The AIS Math teacher articulates with classroom teachers to support instruction. In order to increase the number of students in grades 3-5 on levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. Ongoing assessment EDM Gr. 4 -5. Envision for grade 3 of students determines the composition of small groups. The teacher modifies instructional approaches based on feedback from student assessments and teacher recommendations.</p> <p>The AIS Math Program employs a pullout and push-in model. The AIS Math teacher serves all students in grades 3-5 who have been identified as scoring in the first and second levels on standardized math tests. The AIS Math teacher works with these</p>	
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		<p>children in intensive smaller groups according to a pull-out model and based on results of previous test scores and teacher recommendation. The AIS Math teacher also does regular whole-class push-in lessons to model teaching strategies for the classroom teachers.</p> <p><u>AIS in Math targets At-Risk students including Students with Disabilities (SWD):</u></p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled during the math period and during the Extended Day (37 ½) period for differentiated instruction in all classes. The effectiveness of Tier I Intervention will be determined through frequent content and skills based data analysis, Math benchmark assessment findings, and input from the Inquiry Team findings. Students who are not benefiting from Tier I interventions will be recommended for Tier 2 intervention and the Math After-School Program. • Tier II Intervention will be scheduled for one 45 minute period per week in the AIS room and the Math After-School Program, where a specific differentiated instructional plan will be tailored to target students' unique academic needs. 	
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		<p><u>AIS in Math for English Language Learners:</u></p> <p>AIS in math is being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ One 45 or 90 minute period per week for teachers whose program allow us to do so ▪ Differentiate instruction in all math classes - <ul style="list-style-type: none"> - Tier I intervention <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the new AIS lab, where a specific plan will be tailored to meet their unique needs</p> <ul style="list-style-type: none"> • Tier I Interventions will be scheduled during one 45 minute periods per week during the Math period, Math period and the Extended Day (37 ½) period for differentiated instruction in all classes. Through frequent content and skills based assessment and Math benchmark assessments, including Inquiry Team findings, the effectiveness of Tier I interventions for ELLs will be determined. • Tier II Interventions will take place in the ESL and/or AIS room. ELLs will be pulled out by the ESL teacher and the AIS teacher will pull-out and push-in (demonstration lessons). The ESL and AIS teacher will provide a differentiated 	
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		<p>instructional plan that targets the unique needs of English Language Learners.</p> <p>Tier II Interventions will be scheduled for two to three days, 1 hour each day during the and/or the Math After-School Program, where a specific differentiated instructional plan will be tailored to target students' unique academic needs.</p>	
Science		<p>Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum. Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic. The science program emphasizes and enhances critical thinking skills. The utilization of the scientific method creates a body of thinkers with the ability to solve problems successfully. Inquiry-based lessons in small groups allow students to practice problem-solving skills, develop positive attitudes toward Science, and improve Science literacy.</p> <p>During the extended day period the Science cluster meets with a small group of children three times a week in grades 3-5 to provide reinforcement in Science skills, instruction, and hands on activities.</p>	<p>The Science and Technology occur during the school day both in the classroom and with the Science cluster teacher.</p>
Social Studies		<p>Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards, and the social studies framework, the social studies program integrates the curriculum areas through thematic units. Read</p>	<p>The Social Studies Program takes place in the classroom during the school day</p>

		<p>Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts. Using technology, students will create timelines, graphs, and maps to help chart important historical events throughout history. Students in the upper grades will employ and extend their computer skills as they conduct research and publish individual PowerPoint presentations on various topics in history. Projects are assessed through teacher observations and checklists. Fourth and fifth graders will use the Social Studies Coach Book to further extend the use and understanding of document –based questions.</p> <p>During the extended day period the classroom teacher and/or support staff meet with a small group of children three times a week in grades 3-5 to provide reinforcement in Social Studies skills, instruction, and hands on activities.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>The school Social Worker provides At- Risk services and works five (5) days a week, full time.</p>	<p>Counseling takes place during the course of the school day</p>

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.

Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

High-quality and ongoing professional development, aligned with the State and City standards will be provided continuously throughout the school year. Professional development will focus on data interpretation, math instruction including Everyday Math, Balanced Literacy, School wide, Inc. Writing Fundamentals, differentiated instruction, classroom management, bundles per grade, inquiry per grade, and the use of the Scope and Sequence for Learning Standard-Based Planning Book. Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year.

Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year. We have established partnerships with Hunter College. We receive names of potential candidates from these institutions who are highly qualified. We also seek many candidates from the Fellows Program as well as Teach for America.

Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year. Highly qualified teachers will be attached to P.S.102 where professional development and continued support is on-going throughout the year. Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

Professional Development

Literacy:

- September 2012: Rolled out CIE and Math Envision
- September 2012: TEP Program: Purpose and How It Will Affect the Staff
- September 2012: Teacher Lab Site
- October 2012: Craig Pickney Lowe (Network 607 Staff Developer): Text Based Questions
- October 2012: Craig Pickney Lowe (Network 607 Staff Developer): CIE & CC Website Explored and Discussed
- November 2012: TEP: Analyzing the Design of the Danielson Rubric (Design) and Creating a Possible Template for Lessons
- November 2012: Ms. Anne DeNyse and Ms. Barrie Schwartz-Community Building Program (Harambee)
- November 2012: Protocol for Looking at Student Work
- November 2012: Craig Pickney Lowe (Network 607 Staff Developer): Text Based Questions Revised and Reflected Upon
- November 2012: Understanding Quality Review Rubric
- December 2012: Exploring Tasks and Creating Rubrics
- December 2012: Reflect and Discuss Student Work

Math:

- September 2012: Grades 1 & 2 Engage in NY Modules, EDM pacing, CCSS, DOE Scope /Sequence, Exemplars Tasks
- September 2012: Grades 3, 4, & 5- DOE Scope /Sequence, CCSS, EDM Pacing, Exemplars Tasks, Engage in NY Modules, Reflect Upon P.S. 72X Template
- September 2012: Grades 3, 4, & 5- Envision Math Roll-Out, Pacing Materials, Notebooks, Assessments, Technology, DOE Modules, CCSS
- September 2012: CCSS. Common Core Year Long Maps Modules, EDM Pacing
- October 2012: Envision Math Overview facilitated by Jessica Kim
- November 2012: Kindergarten: Looking at Student Work, DOE Tasks, Resource Materials
- November 2012: Student Work Protocol, DOE Task, Resource Materials, Evidence of Skills Taught, Rigor within Tasks
- November 2012: Grades 3, 4 & 5- Baseline Assessments on ACUIITY (How do we use this data?), Morning Routines, Student Work, DOE Pacing
- November 2012: Grades 3, 4 & 5- Module 3, DOE Tasks, Resources

- November 2012: Grades 4 & 5-Student Work Protocol, Reflection on Baseline Assessment, Module 3 Work Continued,, Resources, DOE Tasks
- November 2012: Grade 3 – Review Protocol for Looking at Student Work, Performance Tasks, Envision Pacing, Introduction Topics \$ & 5
- December 2012: Grades: Kindergarten, 1st & 2nd: K-2 Looking at Math Tasks, Building Rubrics, Looking at Students Work
- December 2012: Grades 3, 4 & 5 – Scoring Benchmark Assessments, Educator Guide 2013, Shifts in Math, Critical Areas of Instruction
- December 2012: Grades 2 & 3 –Point Holistic Rubrics

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
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 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.

P.S.102 PARENTAL INVOLVEMENT POLICY

We, the administrators, staff and teachers of P.S. 102, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, P.S. 102 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 102 will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 102 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school
5. Informing and providing the parents with any training and materials available for them to help them work with their children

6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 102 shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PTA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Meetings of any standing PTA committees;
 - d. Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
 - f. Planned for regular meetings of Title I parents.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences;
 - b. Reports to parents on their child's progress;
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. A suggestion box;
 - b. A parking lot board at meetings
 - c. An open door policy to the Parent Coordinator and Principal.

4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

General Expectations

PS 102 agrees to implement the following statutory requirements:

- P.S. 102 will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- P.S. 102 will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- P.S. 102 will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S. 102 will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- P.S. 102 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Parent Activities to Support Planning and Implementation

Parent involvement is an essential component of student achievement in P.S. 102. Parents are provided with information regarding school events through notices, newsletters, and parent meetings. P.S. 102 offers a variety of activities to increase parental participation such as “Open House” and two musical concerts. Parent workshops are held to address parents’ concerns about the services their children receive at school and about ways in which parents can participate in their children’s educational growth. In addition to report cards, parents are sent monthly progress reports, which delineate the student’s academic improvement and success and personal and social development. Further, the PTA and Healthy Schools have established a professional relationship with the staff, parents, and students. They work together to support parents and provide educational information via workshops. Continuing a strong partnership with the school community and our parents is ongoing and instrumental to the success of P.S. 102

P.S. 102 Response:

P.S. 102 School-Parent Compact

The mission of P.S. 102 is to provide opportunities, in which all children will develop academically, socially, emotionally, physically, and culturally. All children will be expected to perform at high academic levels in a vigorous core curriculum (Pre-Kindergarten to 5th grade). We will develop ongoing partnerships that encourage and assist each child in reaching his/her highest potential. Our students will master the tools of technology, which will enable them to compete in a global society. It is our mission to prepare children to become functional and productive citizens of a global community who are able to interact positively in society as life long learners.

We, the students of P.S. 102, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The school, parents, and children work cooperatively to provide for the successful education of all children and agree:

SCHOOL RESPONSIBILITIES

We, the administrators, teachers, staff and parents of P.S. 102 fully recognizing our mutual interdependence and responsibility for supporting our students’ educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We will implement the following:

- To hold a meeting of all parents by the first week in October to inform parents of the instructional program as it is offered at P.S. 102
- To inform parents of their rights and responsibilities and their participation in their child's instructional program
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through:
 - monthly family newsletters
 - reasonable access to staff
 - opportunities to participate and observe their child's class
- To convene an annual meeting of Title 1 parents to inform them of the Title 1 Program and the expectations that they will be involved
- To actively involve parents in planning, reviewing, and improving the Title 1 and Parent Involvement Program
- To encourage parents to join committees which will be involved in reviewing, planning, and improving the instructional programs
- To provide parents with timely information on programs
- To provide performance profiles and individual student assessment results for each child and other school related information
- To provide parents with student monthly progress reports except for report card months
- To provide for effective parent-school communications by giving sufficient notice of Parent-Teacher Conferences, frequent reports to parents, reasonable means to speak to the staff and varied opportunities to volunteer and participate in their child's classroom activities
- To provide opportunities for parents and to assure parents that they may participate in appropriate developmental activities, literacy workshops on reading strategies and test preparation, parents and partners in reading, family math, ESL classes, and other school related workshops
- To work together with the entire school community through the School Leadership Team in order to provide optimal educational experiences for children
- Show respect for each child and his/her family, each teacher and staff member
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback
- Provide clear, frequent and regular communication channels between myself and the teachers/staff
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment
- Celebrate individual student's, teacher's and staff member's success with the entire school community
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved

- Give parents and students opportunities to participate in school governance
 - Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy
 - Provide parents with information about all programs
 - Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results
 - Provide parents with all pertinent individual, regional and department of education information
 - Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate
 - Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
-

Principal's Signature: _____ **Date:** _____

PARENT RESPONSIBILITIES

- Provide a quiet place to do homework
- Set aside a specific time to do homework
- Require and monitor homework on a daily basis
- Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Review homework assignments to check for understanding and accuracy
- Be available to assist
- Maintain a Home/School communication folder and check it on a daily basis
- Encourage positive attitudes toward school
- Require and monitor school attendance

- Attend Parent-Teacher conferences
 - Respond to school notes, letters, or telephone call sent home by the school
 - Ask parents and parent groups to provide information to the schools on what kind of assistance they need to help them be more effective parents in assisting their children educationally
 - Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan
 - Use or ask for technical assistance training that the school may offer on effective parent practices
 - Support our school by working with their children on their schoolwork and reading to them and by having them read us
 - Share in the responsibility for improving our children's achievement in school
 - Read monthly student progress reports and monthly newsletters
 - Actively participate in the Parents' Association for P.S. 102
 - Show respect for my child, his/her teacher and the school
 - See that my child attends school regularly and on time
 - Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.)
 - Talk with my child about his/her school activities every day
 - Communicated regularly with my child's teacher
 - Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting
 - Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education
 - Insist that all homework assignments are fully completed and on schedule
 - Provide a specific time and a quiet, well-lit place for my child to do homework
 - Provide my child with the necessary and appropriate supplies to complete his/her assignments
 - Be available to assist my child
 - Review completed assignments to check for understanding
 - Attend all parent-teacher conferences
 - Participate in school activities and events;
 - Seek out opportunities to volunteer at my child's school
-
- Support the school in developing positive behaviors
 - Support the school in implementing school policies and procedures
 - Read to my child and encourage him/her to read independently daily
 - Monitor my child's TV viewing, video game and online activities
 - Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Parent's Signature _____ **Date** _____

STUDENT RESPONSIBILITIES

- Ask the teacher any questions about the homework
- Take home the materials and information needed to complete the assignment
- Complete homework in a thorough, legible, and timely manner and ask for help when I need to
- Return homework on time
- Return homework signed by parents
- Comply with school rules
- Attend school regularly
- Respect the personal rights and property of others
- Show parent Home/School communication folder on a daily basis
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student's Signature:

Date:

TEACHER RESPONSIBILITIES

- Provide quality teaching and leadership
- Assign grade level appropriate homework
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give positive corrective feedback
- Recognize that students are accountable for every assignment
- Check that homework has been completed on a daily basis
- Respect cultural, racial, and ethnic differences
- Hold at least two parent – teacher conferences for the school year
- Show respect for each child and his/her family
- Provide quality teaching and leadership;

- Believe that each student can learn
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential
- Come to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give each student corrective, constructive and encouraging feedback
- Celebrate each student's success and encourage persistence when challenges discourage him/her
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards
- Seek ways to involve parents in the school program and value their contribution.

Teacher's Signature: _____ **Date:** _____

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER

Today's Date: _____

_____ I have reviewed and understand the School Compact with my child and we have each signed it.

Child's Name _____ **Class** _____

Parent's Signature _____

Child's Signature _____

Teacher's Signature _____

Principal's Signature _____

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.

<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>To implement parental activities that address needs and interests</p>
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<p>WHEN?</p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>Monthly parent meetings from September 2012 - June 2013</p>
<p>BY WHOM?</p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>Parents who require oral translation and interpretation in Spanish will be directed to the Parent Coordinator or ESL teacher of the school. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: bilingual school psychologist, bilingual social worker, bilingual coordinator of the Healthy School Program, and the Assistant Principal on a needs basis.</p>
<p>SUPPORT</p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<ul style="list-style-type: none"> • Tax Levy • Title I • Title III
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>➤ Parental participation in school functions and celebrations will increase by 10%</p> <p>➤ Greater participation in committees that shape and support school policies.</p> <p>➤ 25% of the parents will respond to the parent survey</p> <p>➤ A general evaluation form will be generated and distributed after every workshop.</p>

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Elmer Myers	District 04	Borough Manhattan	School Number 102
School Name Jacques Cartier			

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

Principal Sandra Gittens	Assistant Principal Eileen Perez
Coach ELA: Mary Kreloff	Coach Math: Haydee Tarez
ESL Teacher Yolanda Rivero	Guidance Counselor Patricia Foley
Teacher/Subject Area SETSS: Salve Traballo	Parent PTA President: Adelita Quiles
Teacher/Subject Area AIS Reading: Sarah Vdokakes	Parent Coordinator Yvonne Esquilin
Related Service Provider Social Worker: Bill O'Connor	Other AIS Math: Aleathia Saunders
Network Leader Elmer Myers	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	1	Number of certified bilingual teachers	1	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	25
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	298	Total Number of ELLs	52	ELLs as share of total student population (%)	17.45%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the Ms. Rivero, ESL teacher with the student and parent in English and in the native language of Spanish. Translators of other languages are provided if needed. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. If student is determined to be ELL entitled based on LAB-R results, parents are mailed Entitlement letters. These letters inform them of their child's ELL eligibility and invites them to the a Parent Orientation.

The school adheres to the state requirements in placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, Ms. Esquilin, the Bilingual Parent Coordinator in collaboration with the Ms. Rivero, ESL teacher, conduct a Parent Orientation. The ELL Parent Orientation DVD is view by the parents. They distribute and discuss the ELL Parent brochure, detailing the ELL Program offered by the NYC Public Schools, and the Parent Survey and Program Selection Form. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions, parents review a DOE ELL Parent Orientation DVD further explaining and demonstrating the program choices

At the orientation meeting, the parent survey is distributed. Parents of ELL children who do not attend our meeting are contacted by phone, or in person (when they come to pick-up or drop-off their children), so that they may complete the Program Selection form. At these sessions, we strive to collect the Parent Survey and Program Selection Form. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.

Eleven students were tested in Sept. 2011, mostly K-students, with the LAB-R. Almost all of the students tested were Spanish-speaking, except for 1 Chinese, 2 Bengali, and 1 Arabic student. Dr. Rivero, the ESL teacher and Judy Jones, an ATR teacher, with an ESL license, administered the LAB-R this year. To date, we have 52 ELL students in K-5. In Spring 2012, all ELLs will be tested with the NYSESLAT.

After the registration process was completed, the HLIS forms are collected and delivered to the classroom teacher (white copy) and the ESL teacher (yellow copy). The HLIS is reviewed and a language code entered in ATS (within 10 school days). Those students who are eligible for LAB-R testing are scheduled to be tested by the ESL teacher (also within 10 school days from the time of registration). The registration process is sometimes delayed because parents of ELLs sometimes fail to bring all the required documentation for registration by the deadline date. This initial delay also causes a delay in the identification of ELLs and subsequent testing of ELLs with the LAB-R. Since we do not have a bilingual program model this year, nor a bilingual teacher available to administer the Spanish LAB-R to our incoming K students, we will nevertheless take steps to do so before the next delivery date of Spanish LAB-R. Five students have been identified from the RLER report as eligible for Spanish LAB-R testing. Dr. Rivero, our ESL teacher, who is bilingual and has a PhD in Spanish, will administer the test to our 5 K-grade students (our other 2 K-grade students are Bengali and

Chinese).

1b. Pedagogue administering the HLIS: Dr. Rivero, ESL teacher
Pedagogue administering the LAB-R: Dr. Rivero, ESL teacher

1c. All ELLs who are receiving ESL services throughout the year and are thus eligible for testing with the annual NYSESLAT test do so, according to our class list. In addition, we double check our class list against the names that appear in the answer documents (pre-slugged) from Questar. We triple check our class list with the ATS BESIS reports and they all match. Every student who is an ELL gets tested in April/May with the NYSESLAT.

2. We scheduled a parent orientation meeting on Sept. 28. At this meeting, the parents viewed the ELL orientation video. The parent brochure was distributed in Spanish and Chinese. Bengali and Arabic brochures were also made available at this meeting. Most of the parents in attendance were Spanish-speaking, except for 1 Chinese parent. Dr. Rivero discussed the NYSESLAT test results and handed out the Spring 2011 Parent Report which we received from the DOE for the first time this year. The parents found this individual report very helpful, since the graphics (for listening/speaking and reading/writing) clearly delineated their child's scores and proficiency levels. The parents filled out the parent survey at the end of the meeting. In addition, Dr. Rivero outlined a program for grade 5 ELLs only: TreasuryDirect KIDS. Although we only have 8 students at this grade level, they are all at the advanced level (except for 3 special ed students who are intermediate) and can handle the following topics:

- > What is Debt?
- > The History of U.S. Public Debt
- > The Basics of Treasury Securities
- > How Treasury Securities Work
- > The Art of Bonds

PS 102 also informs ELL parents about the curriculum, academic expectations, assessments, specifically the NYSESLAT and ways they can support their child during the school year.

Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the one on one Parent Orientation session. This information is sent via telephone and/or via written notification, which is then given to their child. After the DVD is viewed and discussed with the parents. The parent will then choose the ELL program for his/her child. Once a selection has been made by the parent, the school will place the students in the selected program. If at the time, parents selects a program for which we do not have the number of students needed to open a program, we will offer the parent a transfer to another school that has the program or they can choose the ELL program available within the school. We will offer to put the student's name on a waiting list as we get parents who select the same program.

At the orientation meeting, the parent survey is distributed. Parents of ELL children who do not attend our meeting are contacted by phone, or in person (when they come to pick-up or drop-off their children), so that they may complete the Program Selection form. At these sessions, we strive to collect the Parent Survey and Program Selection Form. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.

3. Parents of ELL children who did not attend our meeting were contacted by phone by the parent coordinator, Ms Yvonne Esquilin, or in person (when they came to pick-up or drop-off their children), so that they could complete the Program Selection form. Our default program is ESL, in the case a form was not returned or obtained. Entitlement letters are sent home to parents who could not attend our orientation meeting. Parent Survey and program selection forms are also sent home if they are not collected during our parent meeting. We meet parents at the door (opening and closing of the school day) to collect such forms. A record of parent forms is kept in our files.

4. The criteria used to place eligible ELL students are the HLIS form which the parents fill-out at registration, and the LAB-R test results (beginner, intermediate, or advanced). Students who are identified, and eligible, but who pass the LAB-R are disqualified from receiving ELL services. Our 1 Chinese parent was informed at the parent orientation meeting that his son could attend a Chinese bilingual program at another school. At P.S. 102, we don't have the numbers to form a transitional bilingual class in Chinese (Mandarin). The parent was told how important learning Chinese is for his son's future. This parent replied that Chinese (Cantonese) is spoken at home, that the family came from Chinatown, and that he wanted his son to learn English only at school.

Our program model for the past 2 years has been ESL, as per parent surveys and program selection forms. Our East Harlem community has choices in the selection of instructional programs (ESL, Bilingual, Dual). Our bilingual English-dominant and Spanish-dominant parents want their children to learn English only. The trend in the past 2 years has been for parents to choose ESL over bilingual programs. At our parent meeting, communication was in English and Spanish. Materials and parent brochures were available

in 5 languages: English, Spanish, French, Bengali, Arabic and Chinese. We have a mixed community. Our parent coordinator is in charge of translating flyers and other written documents which are distributed to our Spanish-speaking parents. Other parents receive written communication in their native language when such documents are available from the DOE. Otherwise, the communication with those parents, who do not speak Spanish, is in English only.

5. P.S. 102 is a small school (under 300 students, K-5) and the number of ELLs at each grade level fall below the required 15 students to form a transitional bilingual program in any one language. We have a diversified mix of Spanish, Arabic, Bengali, French and Chinese students. The trend in program choice for the past few years has been ESL, as requested by our parents. This year, once again, our program for ELLs is ESL. A record of the names of our ELL children's parents are kept in our files who have been mailed entitlement/continued placement letters.

6. Our program model, ESL, is aligned with parent requests. In the past we have received an inquiry with regard to bilingual special ed classes. We provided this parent with the information to transfer her child to a school within our district that could meet this parent's educational need for her child. We do have a bilingual special ed teacher but her class is not designated as a Spanish-English special ed class (again, we have a mixed group of students speaking a language other than Spanish). This parent decided to keep her child at our school to attend this class. We're a small school (under 300 students). Both the parent and our native Spanish teacher can communicate together in the native language of the student with regard to any concern or issue this parent may have. The language of instruction in this special ed class is English only. The majority of the parents, about 85% have selected an ESL program for their children throughout the last few years. Parents who prefer Dual Language settings or Bilingual Education for their children are informed that due to the insufficient number of parents choosing these programs we don't have the number of students required to open a TBE program. They are given the option of transferring their child to nearby schools such as PS 155 or PS 72, which are schools that offer these programs. Hence, so far, program model (ESL) is aligned with requests made by the parents.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services.

In addition, ELL parents communicate with our ESL teacher and Bilingual Parent Coordinator during parent-teacher conferences, and Open School Nights. The Parent Coordinator also conducts meetings, in both languages (English & Spanish), with the parents to explain programmatic choices school-wide. Parents receive printed materials elucidating program models during meetings at school. Forms are distributed during the Orientation Open House and other meetings throughout the year as needed. Parents are asked to complete forms on site, so that if there are any questions, they can be answered promptly. Parents who do not attend meetings receive forms through the mail or via their child. The default program for grades K-5 is ESL. For all other students, K-5 (Non-Spanish speakers), our program is also ESL.

The Parent Coordinator who also speaks Spanish works in collaboration with the Ms. Rivero, ESL teacher and the Family Worker, administrators and teachers to conduct ELL Parent Orientation sessions throughout the school year where parents are informed of program choices for their child. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents of ELL children who did not attend our meeting were contacted by phone by the parent coordinator, Ms Yvonne Esquilin, or in person (when they came to pick-up or drop-off their children), so that they could complete the Program Selection form.

PS 102 offers English as a Second Language (ESL) program.

The ESL program is aligned with the parents' request based on the Parent Survey and Program Selection forms. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms for the past few years, the trend by parents is to choose ESL. We ensure that not only is parent choice being honored, but that parents are fully informed of their rights.

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	6	3	3	7	8	8								35
Push-In		11	6											17
Total	6	14	9	7	8	8	0	0	0	0	0	0	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									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
Dual Language										0
ESL	36	0	14	16	0	10	0		0	52
Total	36	0	14	16	0	10	0	0	0	52

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	0	0	0	0	0								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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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	12	9	6	7	8								47
Chinese	1													1
Russian														0
Bengali	1	1		1										3
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	13	9	7	8	8	0	52						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- 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?

Paste response to questions 1-7 here

1a. Our ESL teacher pushes-in for 6 classes a week (where there is a concentration of ELLs in the classroom). The rest of her groups are pulled out from different classes with isolated numbers of ELLs.

1b. The push-in classes have mixed proficiency (heterogeneous) levels (beginning and low intermediate or high intermediate and advanced). Both beginning and intermediate level students (K-2) get additional periods of instruction (both push-in/pull-out students) to comply with the 2 unit requirements (360 minutes). The advanced level students (mostly grades 3-5) receive the mandated 1 unit of instruction for advanced students).

2a. ESL instruction is delivered according to a student's proficiency level: 8 periods of 45 minutes each for beginning/intermediate students and 4 periods of 45 minutes each for advanced students. There is only 1 teacher (ESL) for 53 ELLS. With regard to the 2 other bilingual teachers (K-1 and 1-2 bridge classes), one teacher left the system and the other one is teaching a regular 3rd. grade class that aligns parent requests with program offerings. Dr. Rivero does a combination of push-in/pull-out teaching to meet the mandated number of minutes. This year we have a handful of beginning students (9) in the lower grades that require 360 minutes of instruction and are pulled out. Our intermediate students are concentrated into 2 classes (push-in for 2 periods - 90 minutes- 4X a week). The advanced level students (grades 3-5) are pulled out 4X a week for 1 period. Dr. Rivero groups students across grades (K-1, 2-3, 4-5) and by proficiency levels (beginning, intermediate, or advanced).

2b. ELA instructional minutes for ELLs in our program model (ESL) supersede the 180 minutes required per week under CR Pt. 154:

5X a week - 90 minutes (reading and writing) = 450 minutes

3X a week - 40 minutes (word study) = 120 minutes

3 Our program model is ESL and the language of instruction is English only. Content area instruction is delivered by the classroom teacher (ELA and math) in English. Students also receive science instruction in English from the science teacher. NYSESLAT results indicate that many of our ELLs have achieved an advanced and/or proficient level of listening and speaking skills on the NYSESLAT. In reading and writing our ELL students need scaffolding so that they can perform well in their State tests. A variety of instructional approaches are used by the classroom teacher to enhance comprehension and to enrich the language development of ELLs. Examples of these are: heterogeneous groupings (so that the native or more advanced students may help the non-native or beginning/intermediate students in their struggle to achieve mastery of the subject matter); audio-visual aids, such as posters and charts; manipulatives (particularly in math for the lower grades); levelled readers; vocabulary practice of key terms, phrases, and concepts (word walls). Dr. Rivero trains her students in map skills to enhance their focus on following directions. She uses fiction and non-fiction texts (abridged and adapted for ELLs) with controlled vocabulary in varied subject matter (social studies, the arts, mathematics, logical thinking, science, and

A. Programming and Scheduling Information

literature) and about general topics.

ELL students receive content area instruction as follows:

- Math - 60 minutes - 5X a week = 300 minutes
- Social studies - 40 minutes - 2X a week = 80 minutes
- Science - 40 minutes - 2X a week = 80 minutes

Content area teachers present instruction within the workshop model and through small group instruction at all times. They use alternate modalities and resources to meet the needs of our ELLs. Language is enriched through project-based learning, class discussions, and rigorous tasks that are aligned to CCLS and HESS Cognitive Matrix. Dr. Rivero provides content area support by working with her ELL group within the classroom (push-in) clarifying and scaffolding tasks during key subject area teaching. Our ESL teacher also incorporates content area subject matter in her lessons and materials (pull-out), and during the extended day program. Dr. Rivero's groups combine more than one ethnicity, so the language of instruction is English only.

4. Our program model is ESL. There is no evaluation of student performance in Spanish, Chinese, Bengali, or French. Only English.

5a. To date, we have no SIFE students in our program model. We had 1 student (Arabic) who left the country during the 2nd. grade for about 6 months and she was held over when she returned. Unfortunately, the same student who is now in 4th grade left the school system again for an extended stay in her country (Yemen). Dr. Rivero and the classroom teacher prepared lengthy packets for the child to work on. If she makes it back, the plan for this SIFE student is to send her to summer school and provide her with all the intervention services we offer, in order for her to catch-up and be able to graduate as a 5th grader next year.

5b. ELL students at P.S. 102 are for the most part U.S. born and start their schooling as early as pre-K. ELL students who take the ELA in third grade have been in attendance at U.S. schools for more than 3 years.

5c. ELL students who require extended service receive services not only from the ESL specialist but also from our two speech therapists, Ms Rivers and Ms Greebel, our SETSS teacher, Ms Trballo, the AIS reading specialist, Ms Vdokakes, and the AIS math specialist, Ms Saunders. This team works in close collaboration to develop those reading, writing, and math skills that are necessary to do well on the ELA/Math State tests. This year, Dr. Rivero is using new materials "Basic English: Levels A-E and Step by Step Language Skills: Levels A-E" to differentiate instruction for ELL subgroups.

5d. Our only LTE is Rafaa Elnaham (completed 6 years of ELL service with big gaps in-between). She is no longer in attendance (she left for an extended stay in Yemen). If and when she comes back, the classroom teacher and Dr. Rivero will evaluate if there has been a loss of skill in English (due to contact with the Arabic language) and/or math and plan accordingly. She is a unique case for P.S. 102. Our ESL population is stable and our students (grades K-5) do not go beyond 6 years of completed ELL instruction.

6. Teachers of ELL-SWDs use technology and other specialized materials to support students as per their IEPs. ELL-SWDs are given primary consideration in placement in our extended day program, before/after school programs, and summer program. Among the strategies used are: one-to-one support, direct instruction, and assessment from the SETSS teacher (following the student's IEP goals). Grade-level materials are adapted and modified to provide access to academic content areas that might be too difficult for the student to comprehend 'as is'. Teacher-made materials accelerates English language development of ELL-SWDs who are struggling with grade-level content materials. Our SETSS teacher provides small group instruction and pushes-in the classroom as needed. Materials used for English language development are: Grades 1-2 : Early Success, Start-Up Phonics, Recipe for Reading, and Explode the Code. For Grades 3-5: Soar to Success, Great Leaps, Quick Reads, and Reader's Theater.

7. The teacher in the classroom utilizes Intervention I strategies with ELL-SWDs. If students require Intervention II strategies, they are pulled out by the AIS specialist (both Reading and Math), the SETSS teacher (for at-risk students), and the speech teachers (as per the students' IEPs.) Our school participates in the TC Inclusive classrooms Project Flexible Services Support. Teachers of ELL-SWDs also utilize technology, such as computers, laptops, listening centers, audio-visual devices, smart boards and OH projectors to meet the needs of ELL-SWDs. Students, who meet the criteria, are mainstreamed for math. ELL-SWDs are also mainstreamed for Science, Art, Physical Education, and until recently, Music.

A. Programming and Scheduling Information

With reference to the Chart below, we're a K-5 school and do not offer courses in OTELE.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	English			
Math:	English			
Science:	English			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
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.				

B. Programming and Scheduling Information--Continued

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

8. The language of instruction is English only for targeted intervention programs for ELLs. The teacher in the classroom conducts Intervention I strategies as needed for ELLs. If any ELL requires Intervention II strategies, he/she is pulled out for such services (AIS Math, and AIS Reading). Extra support is provided for ELLs during extended day periods twice a week. ELLs who participate in the Kids Creative Program (an after-school program) get between 20-25 minutes help with their homework, 5 days a week. This program also incorporates music, art, physical education, peace and culture activities in its curriculum for participating ELLs.

The Reading/AIS teacher pushes in to classroom to teach small groups of ELL children in grades 3-5. The instruction focuses on all components of literacy and ELL students focus on acquiring comprehension strategies throughout a variety of modes. ELL students who have scored a 1 or 2 on the ELA will be served by the Foundations Program. Following an individualized analysis of ELL students' needs, mini-lessons in reading skill areas are developed.

Targeted intervention for ELLs in math is designed to improve student performance on standardized tests. The program used is Everyday Math which emphasizes higher order thinking skills and learning through the use of manipulatives. The math lesson consists of the following components: a mental math exercise, homework review, a developmental lesson, and the assignment for homework.

The Social Studies program for ELLs is based on thematic units. Social studies concepts are reinforced through the use of read-alouds, biographies, and non-fiction books. ELL students create timelines, graphs, and maps to help chart important historical events. Dr. Rivero uses a map skill component in her instruction to help students read, understand, and follow directions. Depending on her students' proficiency level and grade, she uses "Map Skills for Today" (Finding your Way) for Grades 1 & 2 (beginning and low intermediate students) and "Map Skills" - Levels A-E for Grades 3-5 (high intermediate and advanced).

The Science Program is designed to enhance ELLs' critical thinking skills. ELLs use the scientific method to observe, record data, and produce reports that explain their findings. The Science teacher used the HBJ Science materials. Science concepts and skills are taught through thematic units of 4-6 weeks duration. During the extended day period, the Science teacher meets with selected groups of ELLs 2x a week in grades 3-4 (advanced level students) to provide reinforcement in science skills, instruction and hands-on activities in preparation for the 4th grade Science State test

9. FLEPs are recognized each year in the Awards Ceremony and each one receives a personal gift from Dr. Rivero. FLEPs are given additional time, as an accommodation, in their ELA/Math tests. Last year, FLEPs were included in Dr. Rivero's extended day group as per teacher's request.

10. This year, 5th grade ELLs will be learning about Treasury Bills (social studies component). The U.S. Bureau of the Public Debt has launched a new educational program to help students in grades 5-7 understand the history and role of debt in America. TreasuryDirectKids provides an introduction to Treasury securities and is designed to help students learn lessons on saving and investing. ELLs can also learn about the U.S. debt in general and the basics of Treasury securities. The program also includes interactive educational games for children.

Over the past 3 years, the percentage of ELL students on levels 3 and 4 (ELA) increased by 47%. In Math, the increase was 22%. We have

put in place instructional goals for all grades (K-5) to continue to improve this trend in the areas of ELA, Math, Social Studies, and Science.

11. Programs and services for ELLs will continue as is.

12. ELLs participate in all school programs, such as art, music, technology, physical education, and chess. Parents of ELLs have the option to give their permission and register their children in all after-school and/or supplemental services offered to all students in our building.

ELL students participate in all school programs (curricular and extracurricular) and are fully represented in all programs. Our ELLs are the intended beneficiaries of all the resources and monies the school receives. The intent and purpose of our school programs are to ensure that all children are invited and encouraged to participate in all school programs. Examples of equal access programs are the:

- After School Program
- Kids Creative
- Chess
- Early Morning Program
- Extended Day Program
- Rosie's Kids
- ETM Program (pending funding)
- TC Reading and Writing Program
- The Violence Prevention Program

13a. The following materials were purchased from Continental Press and are currently in use to support ELLs:

- Practice Exercises in Basic English: Levels A-E
- Map Skills: Levels A-E
- Step-by-Step Language Skills: Levels A-E
- Language Patterns and Usage: Levels A-D

Other materials in use are:

- Early Reading Comprehension: Levels A & C in Varied Subject Matter
- Empire State NYSESLAT: K-1, 2, 3, 4
- Finish Line for ELLs: 1,4,5

No native language materials are used in our program model (ESL). This year, the teachers in grades 4 and 5 wrote and were awarded a Writing Project grant. ELL students in those grades will receive new materials, including technology (laptops), and levelled reading library books that will support the literacy (ELA) unit of study. Dr. Rivero has ordered Basic English (grammar) materials for grades 1-5, NYSESLAT materials (Finish Line for ELLs - English proficiency practice) and workbooks (Empire State NYSESLAT) to help her students become familiar with the types of questions they will face on testing day. Other materials in use for ELLs are the Everyday Math consumables and common core curriculum materials.

13b. See 13a. above for a description of content-area materials that are in use to support ELLs in addition to ELA and social studies.

14: Native language support (in Spanish, French, Bengali, Chinese and Arabic) is not delivered in our ESL program model.

15. Support services, such as counseling, occupational therapy, and physical therapy, are provided, as needed, to ELL students (as per their IEPs). P.S. 102 also has a school-based support personnel: a bilingual social worker, Mr. O'Connor and a school psychologist, Ms Terry, who service all students, including ELLs. The services provided correspond to ELLs' age and grade level. Required services (as per students' IEPs) are provided by the speech teacher (all grades for ELLs), by the bilingual speech therapist (grades K-2), counselor (all grades, bilingual social worker (all grades), the staff developer (grades K-2), literacy coach (grades 3-5), math coach (all grades, AIS math teacher (all grade levels), IEP teacher (ELLs with IEPs), the SETSS teacher (ELL students who have been held-over, or who have an IEP),

the AIS ELA teacher (all grades). All required support services for ELLs are provided to help these students achieve academically, socially, and emotionally.

16. Our newly enrolled ELLs are K students (K-5 school), or transfer students from other schools, who are continuing ELL instruction. We have a pre-K program available, but there is no specific program for newly enrolled K students.

17. N/A (K-5 school). Language electives are not offered at our school.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

D1. P.S. 102 offers workshops to all teachers once a week during their lunch hour. So far, teachers have attended workshops on SESIS (Special Education Student Information System), on RTI (Response to Intervention), Technology (Assessing Your Students' ELL periodic assessment results) and college and career readiness (CCR) standards (for Reading, Writing, and Math). In addition, Dr. Rivero attended a professional development workshop at the MET Opera on Don Giovanni and Faust (as part of the HD Live in the Schools Program).

Last year, Dr. Rivero attended the NYSESLAT Scoring Training, A Smart Notebook workshop, an assessment meeting (Math, grades 4 & 5), a Broadway show with 5th graders (Rosie's Kids school program), an HIV/AIDS Prevention Lessons (K-6) workshop, BESIS training, a network leader's workshop, a conflict resolution workshop, incorporating technology in the classroom workshop: some applications (lunchtime pd) and a compliance (Pt. 154 reporting) workshop.

All staff are involved in receiving professional development. PD workshops are given once a week during lunch in both ELA and Math. These workshops are aligned with State and City standards. Professional development will focus on data interpretation, math instruction, balanced literacy, writing fundamentals, differentiated instruction, CCLS (rigorous tasks and higher order thinking strategies) and classroom management. Other topics to be covered are: Working on progress reports, report cards, communicating effectively with parents of ELLs, motivating students, and writing lesson plans.

D2. Ms Foley assists ELLs and their parents filling-out applications for middle school. Our counselor meets with groups of ELLs to help them develop skills, such as independence, self-reliance, conflict resolution, healthy habits, and responsibility which they will need in middle school. She arranges appointments for ELL parents to tour prospective middle schools. She advises both ELL students and their parents about an appropriate choice of a particular school. In her sessions with ELL students, she discusses the middle school environment (several subject-matter teachers vs one classroom teacher), middle school issues (behavior, discipline) and academic expectations at the middle school level.

D3. Topics to be offered this year (lunchtime PDs) are:

- * ELL documentation: HLIS, entitlement letters, continuation of services letters, LAB-R (entry), NYSESLAT (exit),
and periodic assessments
- * Strategies for working with ELLs in the classroom
- * Communicating with parents in Spanish (oral & written forms and letters)
- * Basic Phrases/Vocabulary in Spanish (a 4-part workshop whose aim is for teachers of ELLs to learn to use Spanish for a real purpose in a proficiency for communication approach.

Agendas and attendance sheets are kept in the ESL office. In collaboration with the ESL teacher, classroom teachers will identify and implement goals in the 4 language skills (listening, speaking, reading and writing) for their ELL population.

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. We have not received our translation budget as of yet. So far, the parent coordinator has translated letters and announcements (1/2 day schedule, changes in students' class placement, student transfer, principal's memos, lack of attendance and latenesses letters sent home in English and Spanish. Parents are told to call the Translation Dept. (718) 392-8855 to receive the following information in their native language:

- After School Programs
- Parent Resources
- Safety Drills
- Field Trips
- School Calendar

Information is available in all the languages spoken by our parents (Spanish, French, Bengali, Arabic and Chinese).

3. The parent coordinator has an Open Door policy where forms, surveys, and letters can be dropped off. The ESL teacher and the parent coordinator work together as a team to get the message out to our ELL parents. Ms Esquilin serves as interpreter i pricipal/parent/teacher conferences at Open School Night and at PTA meetings.

The parent coordinator used her own parent survey form to determine the optimal time for meetings, and day of the week parents are available, which are more convenient. Her survey asks parents to list their hobbies and interests, and what resources are needed. She then develops workshops that reflect the results of this survey.

Ms Esquilin works closely with teachers, staff and parents to facilitate any concern or issue that may arise during the school day or at a parent-teacher meeting. The goal of her activities is to engage parents (including the parents of ELLs) in their children's education. Ms Esquilin is the school liaison for the District Family Office, and the in-house CBO, Healthy Schools, Healthy 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)	1	5	2	1	0	0								9
Intermediate(I)	1	8	2	1	1	3								16
Advanced (A)	4	1	3	5	7	5								25
Total	6	14	7	7	8	8	0	0	0	0	0	0	0	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	0	0	0	0	0	0							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	4	3	0	8
5	2	5	1	0	8
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
4	0		2		5		1		8
5	1		3		3		0		7
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			3		2		1		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

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

Paste response to questions 1-6 here

B1. PS 102 uses ECLAS-2 to assess the early literacy skills of ELL students. The data from this assessment tool provides insight into an ELL student's knowledge and performance on four strands: phonemic awareness, phonics, reading and oral expression, and listening and writing. These results are then used by the ESL teacher, the classroom teacher, as well as other service providers (SETSS and speech) to group ELL students according to their needs, and to differentiate instruction to address those needs.

We need to provide opportunities for all children (including ELLs) to meet the State's proficient and advanced levels of student academic achievement. Our instructional plan is to use strategies with ELLs that are derived from scientifically-based research. Examples of steps in our plan are:

- to extend the school day to increase the amount of time ELLs spend in learning
- to increase the quality of learning by grouping ELLs in small numbers (4-6) and by grade during extended day.
- purchase materials (budget pending) that will help us accelerate and enrich the curriculum for ELLs
- provide additional services to families of ELLs, such as: Success Mentors from the Mayor's Office. This program offers services to both parents and children (including ELLs on the List) to stem the tide of chronically absent students as per the Mayor's List.
- offer a Gifted and Talented Program that will include children of various ethnicities, and hopefully EP (English proficient) students who were once eligible ELLs at the outset. This year we had 2 eligible ELLs in this program. One student tested out.
- institute the Pencil Program whose aim this year is to increase parental awareness and involvement in our school. The Director of this program who has a business background and a degree and experience in advertising, will work with teachers and staff to get the message out to our ELL parents.

B2. In Spring 2011, Dr. Rivero tested 56 ELLs and received test scores and proficiency levels for 54 students (2 students' scores were deemed invalid - no score). Seventeen (17) students went up 1 level (either from beginning to intermediate, or intermediate to advanced). These students' performance represents a 31% increase in NYSESLAT test scores. Six (6) students regressed one level, from advanced to intermediate (4), and from intermediate to beginning (2). One student regressed 2 levels, from advanced to beginning. One (1) student jumped 2 levels (from beginning to advanced in 1 year). The LAB-R is administered to entering students in K-grade. Occasionally, we administer this test to a 1st or 2nd grader with no exam records who might have transferred from another school system. This year we tested 11 students in September, and 2 in October. Scores for this group revealed that students are at the beginning level, except for one advanced student, and one proficient student (in the gifted and talented program) who tested out. We are awaiting the results of three more students (1 in September, and 2 in October).

B3. Eight (8) students passed the NYSESLAT (proficient) and are no longer ELLs. This number represents a 15% pass rate. Our pass rate should be between 14-16% as per Title III newly established criteria for 2010-2011-2012. Almost all of our students scored either advanced or proficient in the listening/speaking sections of the NYSESLAT. Only one student scored intermediate (special ed). Since test results reveal that our students are making progress in listening and speaking (advanced) within 2 years after entering our ELL program, we will concentrate on reading/writing (beginning and intermediate) to improve our student's performance on the NYSESLAT.

B4a. Total performance for all students who moved up (either 1 or 2 levels), or who tested out, represents a 46% increase in performance (25 students in total made progress). Dr. Rivero will meet with former and present teachers of the remaining students who stalled at the same level to determine their difficulty with the NYSESLAT. We will remediate the 7 identified students who are lagging behind and losing ground. This year all of our 4th and 5th graders have achieved an advanced level, except for 3 special ed ELLs (intermediate). In 2nd., and 3rd. grade, we have advanced students except two (2) in general ed (intermediate) and 3 in special ed (2 beginning and 1 intermediate). Our ELLs do not take native language tests. We cannot compare their progress in both the native language and English. Our program model (ESL) only provides us with English Language test scores.

B4b. The ELL Periodic Assessments were administered this month and we are awaiting the results. No periodic assessment was administered last year, so the results posted by the publisher for 2010 dates back a couple of years.

B4c. The ESL program model does not make use of the various native languages of our ELLs (French, Spanish, Chinese, Bengali and Arabic).

B5. N/A

6. Almost all of our students scored either advanced or proficient in the listening/speaking sections of the NYSESLAT. We evaluate the success of our program for ELLs if our students move 1 level per year, from beginning to intermediate (Year 1) and intermediate to advanced (Year 2). Our ELLs should ideally test out (exit the program) by the end of Year 3 (proficient). The NYSESLAT gets progressively harder to pass from K-1, 2-4 and 5-6.

6. We will consider our program successful as more students achieve proficiency before they graduate from elementary school and move into middle school.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 102 - Jacques Cartier		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Gittens	Principal		1/1/01
Eileen Perez	Assistant Principal		1/1/01
Yvonne Esquilin	Parent Coordinator		1/1/01
Yolanda Rivero	ESL Teacher		1/1/01

School Name: PS 102 - Jacques Cartier

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adelita Quiles- PTA President	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Haydee Tavaréz - Math	Coach		1/1/01
Mary Kreloff - ELA	Coach		1/1/01
Patricia Foley	Guidance Counselor		1/1/01
Elmer Myers	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 04M102 **School Name:** Jacques Cartier School - PS 102

Cluster: 6 **Network:** 607

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.

In accordance with the Chancellor's Regulation A-663, parents who are in need of oral and written translation other than in Spanish will be initially directed to the Bilingual Parent Coordinator. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: ESL teacher, bilingual social worker, IEP teacher, bilingual employee of the Healthy School Program and/or the Assistant Principal. These staff members will report language concerns to the school community. The parents will be referred to the Translation and Interpretation unit of the Department of Education as a last resort. The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent.

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 Parent Coordinator along with the ESL teacher will determine at the point of registration and in accordance with the HILS form, will identify those parents in need of translation and oral interpretation. Those parents in need of translation and oral interpretation needs will be provided with translation at the given time.

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 in- house Bilingual Parent Coordinator , ESL teacher, and/or the Assistant Principal will translate (Spanish), in writing, all school documents in a timely fashion, on a needs basis. the Translation of the following items will be written in English as well as Spanish: newsletters, all PTA literature, parental letters, monthly calendars, and Jacques Cartier School - PS 102 brochure

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 HILS Survey and the blue emergency card will be used as indicators to determine the home language of the family so that appropriate written translation and oral interpretation for school events such as school notices, report cards, assembly programs, workshops , parent teacher conferences and meetings can be conducted throughout the school year. The Assistant Principal, ESL teacher, PTA Board Members, and Parent Coordinator will assist in the Spanish translation.

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>.

In accordance with the Chancellor's Regulation A-663, parents who are in need of oral and written translation other than in Spanish will be initially directed to the Bilingual Parent Coordinator. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: ESL teacher, bilingual school psychologist, bilingual social worker, bilingual coordinator of the Healthy School Program and/or the Assistant Principal. The parents will be referred to the Translation and Interpretation unit of the Department of Education as a last resort. The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: 04M102-Jacques Cartier School

DBN: 04M102

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other: Technology Program

Total # of ELLs to be served: 40

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

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:

School Building Instructional Program/Professional Development Overview

Title III - The ELA & Math After-School Program

One (1) certified bilingual teacher and two (4) content area teachers will co-plan and co-teach the ELA & Math After-School Program for ELL's in grades 3, 4, & 5. One (1) teacher will provide technology instruction to ELL parents and parents of At-Risk students during the ESL Parental Technology Program.

The ELA & Math After-School Program will help to build students' communicative language abilities in English. The students are pre-tested and their progress is monitored by the program's assessment tool such as teacher made tests and benchmark assessments, which will allow the After-School teachers to differentiate student instruction. The lessons are aligned with the Common Core Learning Standards to further assist teachers' instructional planning.

The ELA & Math After-School teachers work with a small group of children. In ELA, the primary focus will be on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies through a variety of modes. The After-School teachers also implement strategies that integrate reading, writing, speaking and listening into all curriculum areas. In Math, all aspects of the mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children with particular emphasis on the acquisition of strategies to improve achievement of students so that they meet the benchmark assessments in ELA and Math.

The After-School activities will also create opportunities for children to be active in their own learning. The literature used will include fiction and non-fiction books and it will be used by the students in the Title III ELA and Math After-School Program. Some of the books may also include social studies and science based themes in grades 3, 4 & 5. The themes in science include topics (on varying levels by grade) such as plants, weather, space, forces and energy. The social studies content area will include topics (on varying instructional levels) such as: *Myself and Others*, *My Family and Other Families*; *Now and Long Ago*, *My Community and Other U.S. Communities*, *Communities Around the World*; *Learning about People and Places*, *Local History*.

The teachers, who teach the Title III ELA & Math After-School Program, will continue to create a positive learning environment using varied literature. The school library will be a resource for theme based literature. This literature will also be used by students in listening centers in the ELA After-School

Part B: Direct Instruction Supplemental Program Information

Program. Several reading books will include social studies and science based themes in non-fiction form and will include CD's that students will engage with at the computer activity center and/or listening center. The school library books, classroom library books, and some Spanish storybooks will be integrated into the program so as to enrich the students' language acquisition. Our students will be engaged in processing their second language by using hands-on activities such as drama, role playing, poetry recital, and other pertinent instructional approaches.

The teachers in the Title 3 ELA & Math After-School Program for grades 3, 4, & 5 will also utilize technology such as computers, laptops, listening centers, audio-visual devices, Smart Board and/or overhead projectors. The portability of the laptops is practical for small group instruction or student partnerships. The teachers will provide a technology rich learning environment and will show evidence in lesson plans when integrating technology into the ELA and Math curriculum for the Title III After-School Program. The ELA/ Math After-School Program requires the use of laptops/ computers so that students can improve their research skills and writing skills as well as their math skills. In addition, the use of the listening centers will improve the students' auditory and language skills. The overall use of technology will allow for the integration of science and social studies curricula and will enhance students' skills in ELA, and Math specific to the Title III After-School Program. The use of technology also provides students with basic computer skills so that they can produce technology enhanced projects and so that they can create electronic projects portfolios.

Hence, the ELA and Math After-School Program will implement the usage of technology so that it can result in higher student achievement, improvement in the ELA NYS Test, Math NYS Test and the NYSESLAT Test. Because English Language Arts, Mathematics, and Technology are infused throughout the curricula, we will continue to implement educational reforms as an outgrowth of integrating technology into the curriculum so that critical thinking skills are enhanced in the ELA and Math After-School Program. The utilization of the technology creates a body of thinkers with the ability to solve problems successfully and it allows for interdisciplinary and Inquiry-based lessons.

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: Professional Development Program

Staff Development (2012-2013 activities):

AT NO COST TO TITLE 3, the ESL teacher and classroom teachers will continue to attend and participate

Part C: Professional Development

in professional development activities facilitated by the Instructional Support Specialist in ELA and ELL instruction from the Network, as well as on-site at P.S. 102:

Schoolwide Professional Development

- Using technology to enhance writing
- CCLS – Surfacing the Gap Using ELA Standard
- CCLS – Surfacing the Gap Using Math Standard
- Scaffolding Strategies for ELLs
- RTI for ELLs
- Using and Comprehending ARIS
- Using and Comprehending Acuity
- Using Data to Drive Instruction
- Utilizing The Danielson to Evaluate and to Improve Instruction
- Implications of the Teacher Expectation Program (TEP)
- Math - Grades Pre-Kindergarten, 1st & 2nd: Modules, Pacing, and Exemplars
- Math - Grade Kindergarten: CCLS, Year-Long Map, Modules, and EDM Pacing
- Math - Grades 1 & 2: DOE Scope and Sequence CCLS and Exemplars
- Math - Grade 2: Envision Math Presentation
- Math - Grade 3: Roll out of Envision Math
- Math - Grade 3: Envision Games
- Math - Grades 3, 4, 5: Acuity Results and Implications and RTI
- Math - Grades 3, 4, 5: Work on Module #3 and RTI Planning
- Math - Grade 4: Module #2
- Math - Grades 4 & 5: DOE Scope and Sequence Modules and EDM Pacing
- Math - Grades 4 & 5: Checking in on Math Tasks
- Math Coach: Network, TEP, and DOE Professional Development Workshops and Meetings
- ELA - Grades Pre-K -2: Planning the Reading and Writing Maps

Part C: Professional Development

- ELA - Grades Pre-K-2: Planning Social Studies and Science Lessons
- ELA - Grades Pre-K-3: Planning the Reading and Writing Curriculum Maps
- ELA - Grades Pre-K-5: Creating a Schoolwide Writing Rubric
- ELA - Grades Pre-K-5: Checking in on Danielson
- ELA - Grades Pre-K-5: Inquiry Projects

Part D: Parental Engagement Activities

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

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

Begin description here:

At NO COST to Title 3, Professional Development Workshops for Parents, in addition to The ESL Parental Technology Program:

- ELL Parental Orientation Meeting: LAB-R results, Annual Assessment (NYSESLAT), Viedo, Q & A, Parental Survey
- Cultural Trips and Event
- ELL Family Oriented Activities
- Preparing for Parent-Teacher Conferences: Memos, mandates, materials, and procedures ☒
- Making Student Data Accessible
- Help Families Access and Understand Data About Their Children's Attendance and Performance within ARIS Parent Link and Any Other Systems that the School Uses
- Review and Comprehend Information from ARIS Parent Link Directly Online Together
- Develop Effective Communication between the Parent and the Teachers

Part D: Parental Engagement Activities

- Using Grade Appropriate Instructional Strategies and Goal Oriented Activities Between the Parent and the Child
- Introduce the Common Core and Planned Assessment Changes to Families and Share the School's Plans for Implementing the Common Core this year
- Prepare Families for Changes They Should See in Their Child's Classroom and Homework
- Learning Leaders Workshop
- Attendance and Asthma
- How to Help your Child Succeed in School
- ELL Parents Make and Take Activity
- CookShop for Families
- Parent and Child Fitness Workshop
- Studio in a School Art Workshop
- Parents Cup of Coffee Workshop
- Summer Reading for Parents

The ESL Parental Technology Program

Introduction of the ESL Parental Technology Program

The ESL Parental Technology Program for parents of the ELL children was designed as an ESL Parental Technology Program. The aim of the program is to improve participants' technology skills and language skills. Another objective is to build the confidence of the adults so that they can communicate in English through abundant practice, parent – to – parent interchange and animated conversation topics using laptops. Further, the parents will engage in technology activities such as: accessing the data tool, ARIS, creating and accessing an Email account, utilizing basic word processing skills, navigating and utilizing the internet to assist their children with homework and school projects, and developing a final written project.

The level of language proficiency ranges from high beginning to low intermediate. Grammar points are explained within the context of communication. Essential vocabulary for everyday living is introduced with each lesson. There is a reading and writing component to develop skills in those areas, although the main thrust of the program is to navigate computer skills and to develop oral

Part D: Parental Engagement Activities

communication skills.

One goal of the program is to enable parents to communicate with their children's teacher so that they will be able to express any concerns they may have. Emphasis is given to written communication such as forms, flyers, lunch applications, permission slips (field trips), authorization forms (for the purpose of a psychological or educational evaluation).

Other topics that are discussed during the course of the program are:

- Helping Your Child with Homework
- Using and implementing technology skills
- * Using Social Media: FaceBook, Twitter, Google and Pinterest.

2. Description of The ESL Parental Technology Program

The ESL Parental Technology Program projected commencement date will commence on Tuesday, November 13, 2012 and will end on Tuesday, April 23, 2013 (pending funding availability).

One (1) teacher will instruct parents in the following areas:

Target Group/Population:

- Parents of the school community who are at beginning, high beginning, and low intermediate

Program Objectives:

- Communicate naturally, effectively, and confidently
- Acquire valuable vocabulary
- Practice grammar in communicative contexts
- Develop reading and writing skills
- * Using Social Media: Create accounts in Facebook, and Pinterest. Explore Google and Twitter.
- Develop and implement technology skills such as:
 - o Key boarding
 - o Creating and utilizing an Email account such as: gmail.com
 - o Learning word processing skills
 - o Navigating the internet and researching topics

Part D: Parental Engagement Activities

- o Downloading pictures and images for school projects
- o Using digital cameras and digital video
- o Using iPads and/or ITouch
- o Using the cell phone
- o Create a class webpage that will be added to the school's website.
- o Accessing information from google.com

Themes of Study:

- Personal Information
- At School: Communication with teachers
- Learning your Child's Curricula
- Technology
- Writing a report
- Assisting children with homework
- * Using Social Media: Facebook, Twitter, Google and Pinterest.

Materials:

- Workbooks with audio CD
- Laptops
- Digital cameras
- Digital video
- iPads
- iTouch
- Cell phones

Language:

- English & Spanish

Part D: Parental Engagement Activities

Methods:

The goals and objectives of The ESL Parental Technology Program at the beginning and low intermediate levels of English acquisition will be met through the following methods:

- Integrated lessons on speaking, vocabulary, pronunciation, listening, reading, and writing with high interest themes
- Natural conversational language and speaking strategies
- Supported task-based listening activities to build learner's confidence
- Focus on a broad spectrum of technology skills

Lessons & Skills:

- Improve Communication Skills with Teachers and in the Community

Technology – Improving Technology Skills

- The Use of Technology to support their child's learning
- Usage of laptops to increase auditory and communication skills
- Usage of laptops to complete grammar exercises
- Usage of Listening Center to increase communication skills, fluency, auditory skills, and reading comprehension
- Understanding the New York State ELA and Math Standards
- Supporting their child's learning in ELA and Mathematics
- Helping their child become a better reader
- Making the home-school connection
- How to monitor your child's progress
- How to assist your child with homework
- Understanding the "School Report Card" and data
- Key boarding
- Creating and utilizing an Email account
- Learning word processing skills

Part D: Parental Engagement Activities

- Navigating the internet and researching topics
- Downloading pictures and images for school projects
- Using digital cameras and digital video
- Using iPads and/or ITouch
- Using the cell phone
- Create a class webpage that will be added to the school's website.
- Accessing information from google.com

Essential Questions:

- How to effectively navigate, utilize, and implement technology skills
- How to build confidence to communicate effectively

Part E: Budget

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

Allocation Amount: \$11200

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 	N/A	N/A
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	N/A	N/A

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	Grand Total:	Grand Total: