



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 101Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q101

PRINCIPAL: MONIQUE LOPEZ-PANIAGUA

EMAIL: MLOPEZ69@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. BEVERLY FFOLKES-BRYANT**

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
Monique Lopez-Paniagua	*Principal or Designee	
Rhonda Corin	*UFT Chapter Leader or Designee	
Deb Dillingham	*PA/PTA President or Designated Co-President	
Anna Ippolito	Member/Teacher	
Matthew Schneider	Member/Teacher	
Mary Lou Steincke	Member/Teacher	
Jason Westerlund	Member/Teacher	
Lauren Buerger	Member/Parent	
Matthew Gross	Member/Parent	
Laurie Kaufman	Member/Parent	
Ann Kittredge	Member/Parent	
Marcia Parness	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, students will be able to comprehend complex text , which will result in 80% of students scoring on or above grade level according to TCRWP running records.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In analyzing the data from the 2012 NYS ELA test scores, we found that it was necessary to improve the comprehension by introducing higher level text complexities in order to align with the Common Core Learning Standards. In addition in analyzing the 2011/2012 Progress Report, we received a C in progress.

Instructional strategies/activities

Activity #1

Grade Pre-K through Grade 6 will select at least one book/article that is aligned to the CCLS to read in unison with the entire class. Teachers will generate text dependent questions for students to answer through class discussions and required writing exercises in alignment with the Common Core.

- a) Increasing time for independent reading (building stamina)
- b) Incorporating benchmark assessments aligned to Teachers College and Lexile Levels

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, Network Support, Literacy Common Core Fellow

Implementation Timeline: September 2012 through June 2013

Activity #2

Students will display an understanding of complex texts through in-class-presentations utilizing evidence, vocabulary, sound reasoning, evaluation, and opinion. Formal and informal discussions will be used in the classrooms to help students build understanding, collaborate, challenge, and problem-solve. Students in Grade 3-6 will provide knowledge of current events through weekly oral presentations/ summaries. Grades pre-k to 2 will discuss and participate in class 1:1 conferencing.

- a) Students will display their understanding of complex texts through oral presentations, essay writing and verbal critical analysis.
- b) Students will increase the amount of time spent reading complex text through Informational Texts in school.

Target Population: Classroom Teachers Prek-6

Responsible Staff Members: Principal, Assistant Principals, Literacy Common Core Fellow, Network Support

Implementation Timeline: September 2012 through June 2013

Activity #3

Students will display an understanding of complex texts by utilizing evidence, sound reasoning, evaluation, and opinion in writing across all academic areas. There will be a specific focus on Tier 2 and Tier 3 vocabulary. Students will develop their essay writing skills by utilizing a step-approach from Gr. Pre-K- 6 with increasing

depth and complexity. Components will include: introduction, statement of opinion, supporting evidence, organization/structure, linking words and transitional phrases, and a developed end-statement or conclusion. Structure, grammar, spelling, and punctuation will be assessed using rubrics appropriate to the grade level. Length and complexity will be determined by grade level and ability level. Compilation of supplemental materials is needed to support skill-based learning aligned with the Common Core. Students will produce an informational essay monthly, demonstrating understanding of a specific text, referring explicitly to the text as the basis of the answer.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, Literacy Common Core Fellow, Network Support

Implementation Timeline: September 2012 through June 2013

Activity #4

Students will display their understanding of complex texts through their oral and written responses to teacher lessons and student presentations. Students will also engage in informal debates.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, Literacy Common Core Fellow, Network Support

Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

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.

- Parents are informed through the monthly newsletter of the exemplary student writing in Science and Social Studies. The writing is measured against a grade specific rubric created in alignment with the Common Core Standards. This sample highlights the competencies and the grading criteria specific for informational text.
 - a) Parents are invited to our First Annual Common Core Fair which will address information that will support parents in their understanding of instruction aligned to the Common Core Standards.
 - b) As a result of parent feedback on the 2011/12 School Survey, the school will undertake a new initiative to send home Mid-Year Progress Reports which will identify components of the Common Core Standards as well as student academic progress.

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).

Instructional Lead Team will meet to monitor the results of the TCRWP running records.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, school-wide activities will foster Social Emotional Learning resulting in a score greater than 7.7 in the Safety & Respect category of the 2012-2013 NYC School Survey.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We scored 7.7 on the School Safety and Respect category of the 2011/12 NYC School Survey. According to last year's School Survey, 46% of parents, 55% of students, and 21% of teachers, feel that bullying occurs once in a while. There are 58% of students who feel that they are harassed or threatened based on race, color, ethnicity, religion, or gender. The numbers reflect the perceptions of the whole school community

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Implementation of a School-wide social-emotional development and character education program.
 - b) Implementation of a digital citizenship program.
 - c) School staff and Parents Association will collaborate in acknowledging and modeling positive acts of kindness/respectful behavior.
 - d) Compilation of teacher and counselor created activities and review of social emotional literature across the curriculum.

Activity #1

School-wide student activities based on How Full Is Your Bucket by Tom Rath (lower grade) and Mary Reckmeyer and Have You Filled a Bucket Today – A Guide to Daily Happiness for Kids (upper grade) by Carol McCloud. Activities include: classroom posters and daily reinforcement of acts of kindness, individual work to be displayed, and ongoing lessons.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, School Guidance Counselor

Implementation Timeline: September 2012 through June 2013

Activity #2

Develop a peer intervention program including skits, videos and mentoring which address characteristics such as respect, kindness, responsibility, and acceptance. The Guidance Counselor will work with the Student council to share the message of Respectful Acts within our school community.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, School Guidance Counselor

Implementation Timeline: September 2012 through June 2013

Activity #3

Ongoing evaluation of incident reports will be reviewed and measured.

Target Population: Entire school community

Responsible Staff Members: Principal, Assistant Principals
Implementation Timeline: September 2012 through June 2013

Activity #4

Ongoing evaluation of character education and digital citizenship programs

Target Population: Entire school community

Responsible Staff Members: Principal, Assistant Principals, School Guidance Counselor, Student Council Members, Technology Teacher.

Implementation Timeline: September 2012 through June 2013

Activity #5

The established program for purple checks which identifies positive behaviors in the hallway corridors will support the respectful behavior throughout the building.

Target Population: Entire school community

Responsible Staff Members: Principal, Assistant Principals, School Guidance Counselor.

Implementation Timeline: September 2012 through June 2013

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.
 - P.A. will host an anti-bullying workshop for the parent community.
 - Parents are informed about Social Emotional Learning activities through P.A. meetings, flyers, school e-mails, principal's update & school website (U-stream link).
 - NYC School Survey will be distributed to the parent community at the spring parent-teacher conferences.
 - City School surveys will be presented mid-year to the parent community.

Budget and resources alignment

- Indicate your school's Title I status:) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA X 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).

N/A

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.

By June 2013, grades K – 5 will align 2 curriculum maps in both ELA & Math to reflect the demands of the Common Core Learning Standards. Grade 6 will align 2 curriculum maps in ELA, Math, Science & Social Studies to reflect the demands of the Common Core Learning Standards. Alignment will be evidenced by performance tasks, classroom observations and student work.

Comprehensive needs assessment

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

In response to citywide expectations and full alignment of Statewide exams to the Common Core Learning Standards, the school recognizes the need to align curriculum, identify high level resources, and build capacity in the CCLS. Classroom teachers and out of classroom content area teachers are continuing to deepen their understanding through additional professional development and implementation.

Instructional strategies/activities

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

Activity #1:

- In conjunction with the Instructional Lead Team, school leaders will design a yearlong professional development plan with a focus on the fundamental elements of the Common Core, specifically aligned with the Citywide Instructional Expectations with bimonthly goals.

Target Population: Classroom Teachers PreK- grade 6, Science Cluster Teacher, Social Studies Teacher.

Responsible Staff Members: Principal, Assistant Principals, Instructional Lead Team

Implementation Timeline: September 2012 through June 2013

Activity #2:

- For each bimonthly focused professional development goal, quality professional development in the specific CCLS goal with multiple workshops, time for implementation and ongoing support will be provided.

Target Population: Classroom Teachers PreK- grade 6.

Responsible Staff Members: Principal, Assistant Principals, Instructional Lead Team

Implementation Timeline: September 2012 through June 2013

Activity #3:

- Creation of subject specific lab-sites to see exemplar implementation of the CCLS. Lab-sites will be supported by administration and network providers and will be compensated by additional planning periods and/or funded by after-school training opportunities.

Target Population: Teachers with experience in the Common Core Learning Standards in Mathematics.

Responsible Staff Members: Principal, Assistant Principals, Lab Site Teachers.

Implementation Timeline: September 2012 through June 2013

Activity #4:

- Continued common prep-time supported by school community including administration, faculty, and network providers.

Target Population: All Teachers

Responsible Staff Members: Principal and Assistant Principals

Implementation Timeline: September 2012 through June 2013

Activity #5:

- Ongoing assessments such as Acuity, Teacher's College benchmark reading levels, conference notes, standardized exams, and teacher recommendation based on a variety of assessments will determine teaching groups.

Target Population: All teachers in grades PreK-6

Responsible Staff Members: Principal, Assistant Principals, Data Specialist

Implementation Timeline: September 2012 through June 2013

Activity #6:

- Teachers engage in professional development with a focus on the Common Core Standards and planning to meet the needs of students identified as ELL or Special Education.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, ELL Teacher, Network Support

Implementation Timeline: September 2012 through June 2013

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.

a) The school will host a Common Core Fair Night with support from classroom teachers, NYC Common Core Fellows, Network support staff, and outside educational organizations. In addition, there will be special presentations during monthly Parent Association meetings. The school also uses Twitter and other online resources to involve parents in different types of communication regarding the Common Core. As a new initiative, the school will be sending home mid-year progress reports which will identify components of the Common Core Standards as well as student academic progress.

b) Informative sessions, presentations, and/or workshops for parents and school community members to inform the community of school-wide goals and to provide suggestions for how community members can assist in student 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 _____ Title I _____ Title IIA _X_ 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)

Instructional Lead Team, ESL Academic After School Program.

- Instructional Lead Tteam will meet to monitor the administration and progress of Common Core aligned performance tasks.
- ESL teacher will provide academic support to the English Language Learners during the After School Program.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, students in the lowest-third in mathematics will show an increase of 2% in the Median Adjusted Growth Percentile.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the Progress Report in 2011/2012, the Math Median Adjusted Growth Percentile for the school was a score of 72.0. This is below the percent of the city range which was a 74.7%.

Instructional strategies/activities

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

Activity #1

Professional Development: PD will be given on the following topics:

- NYC Department of Education Instructional Expectations in Mathematics
- Further Implementation of Mathematics Common Core Learning Standards
- Implementing Mathematics performance tasks that are embedded in our curriculum
- Teachers will articulate PD that was given at Network Math Lead meetings
- Our Math Common Core Fellow will provide the necessary instructional support

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals, Math Common Core Fellow, Network Support

Implementation Timeline: September 2012 through June 2013

Activity #2

Implementation of two Math Performance tasks which are embedded into the unit of study as per the DOE Instructional Expectations

- Assessment
- Data driven instruction
- Differentiation

Target Population: Classroom Teachers PreK-6

Responsible Staff Members: Principal, Assistant Principals

Implementation Timeline: September 2012 through June 2013

Activity #3

Additional opportunities for collaborative grade-level unit planning and the creation of a yearlong math overview.

Target Population: All Teachers

Responsible Staff Members: Principal, Assistant Principals

Implementation Timeline: September 2012 through June 2013

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.

The school will host a Common Core Fair Night with support from classroom teachers, NYC Common Core Fellows, Network support staff, and outside educational organizations. In addition, there will be special presentations during monthly Parent Association meetings. The school also uses Twitter and other online resources to involve parents in different types of communication regarding the Common Core. As a new initiative, the school will be sending home mid-year progress reports which will identify components of the Common Core Standards as well as student academic progress.

Budget and resources alignment

- Indicate your school's Title I status:) X 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)

Instructional Lead Team will provide teachers with a list of students in their current class whose State Math Test scores were in the bottom third of the P.S. 101 community. The list will also pinpoint individualized areas of need for instructional purposes.

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	*Foundations – grades K-2 *Wilson – grades 3-6 *Visualizing/Verbalizing-grades 3-6 *Extended day before school *Afterschool and Saturday test prep	Small group instruction, one-to-one instruction/conferences, tutoring	Before, during and after the school day
Mathematics	*Extended day before school *Afterschool and Saturday test prep	Small group instruction, one-to-one instruction/conferences, tutoring	Before, during and after the school day
Science		Small group instruction, one-to-one instruction/conferences, tutoring	During the school day
Social Studies		Small group instruction, one-to-one instruction/conferences, tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		At-risk students are seen in small groups or individually as needed by the guidance counselor, social worker or psychologist	During the school day

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.

- 100% of teachers are Highly Qualified as per BEDS.
- PS101Q's staff is comprised of well diversified professionals that look to improve their teaching practice through multiple avenues. The teachers on staff maintain an effective teacher rating, with two teachers who are highly effective. In addition, PS101Q maintains two teachers who are NYC Common Core Fellows (one who specializes in math and one who specializes in reading). Both help to support staff with the ongoing implementation of the new Common Core Learning Standards during faculty conferences and during monthly grade meetings when necessary. Teachers regularly look at and incorporate data collection into everyday lessons in order to target struggling students and to help differentiate instruction. Furthermore, a collection of CCLS online resources and helpful video links to The Teaching Channel are housed on the PS101Q Media Center's website (www.ps101mediacenter.com). These resources are available for teachers and support staff members to access on-demand material to help support everyday teaching practice as well as new ideas and methods that correlate to the CCLS.
- PS101Q has an Instructional Lead Team that is comprised of school administrators and teacher leads, most have obtained their license in school building administration. The Instructional Lead team is responsible for making school-wide decisions in several areas such as:
 - curriculum integration
 - professional development planning
 - effective use of classroom teacher resources and high text complexities
- The Instructional Lead Team also utilizes additional support and guidance from network support staff.
- PS101Q empowers teachers to facilitate monthly vertical team meetings to create a sense of inquiry, teamwork, articulation, and transparency. Vertical team meetings comprise of, but are not limited to the Core Inquiry Team, the Literacy Team, the Math Team, the Social Studies and Science Team, the Special Education Team, and the School Safety Team.

28Q101
SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Monthly opportunities for parent/teacher communication through informal conversations (AM meet and greet, i.e. "New Year New Ideas")
- Mid-year progress reports for all students K – 6
- Initial Kindergarten progress report sent home in November
- 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;
- Information sent via email, website, and Twitter
- 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, Curriculum Night, Core Curriculum Fair, Recess volunteers, class parents and volunteers, instructional workshops for parents (Foundations, Middle School choice)

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis	District 28	Borough Queens	School Number 101
School Name School in the Gardens			

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

Principal Hope Monnes	Assistant Principal Irtis Gonzalez
Coach type here	Coach type here
ESL Teacher Michelle Rao	Guidance Counselor Stacey Katz
Teacher/Subject Area Denise Hyman/ 3rd grade	Parent type here
Teacher/Subject Area Margot Sawicki / 5th grade	Parent Coordinator Randy St. Germain
Related Service Provider type here	Other type here
Network Leader type here	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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	626	Total Number of ELLs	36	ELLs as share of total student population (%)	5.75%
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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. [@](#)

The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. Initial screening, administering the HLIS, LAB-R, and the formal initial assessment is conducted by a licensed ESL teacher. The school secretary has a copy of her schedule on file.

The Home Language Survey is completed by the parent or guardian in the native language, with assistance of a translator, if needed. Bilingual staff include:

Mr. Dong- teacher, Chinese

Mrs. Shimonova- paraprofessional, Russian

Mrs. Zarate- paraprofessional, Spanish

Mrs. Wand- occupational therapy teacher, Hebrew

Mrs. Goldberg- teacher, Hebrew, Spanish

Mrs. Hyman -teacher, Maltese

Mrs. Sawicki - teacher, German

Mrs. St. Germain- parent coordinator, Spanish

Mrs. Ippolito-teacher, Portuguese

Students are administered the LAB-R within 10 days of initial enrollment. In addition to the LAB-R, Spanish speaking students are given the Spanish LAB. The LAB-R is administered by a licensed ESL teacher. The school has identified bilingual staff in the event the ESL teacher needs assistance with translation.

ELLs are evaluated annually using the NYSESLAT results as follows:

Step 1: Scores are accessed through ATS and then exported to EXCEL in order to filter the data and sort by class. The interactive NYSESLAT calculator available through CalcSoda.com is also utilized as another source of information on ELL performance. Students who stalled are targeted for inquiry team and small group instruction. The RNMR report is an additional data tool used to review ELL performance and plan for more targeted instruction for our ELL population.

In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Memos and follow-up phone calls are an integral part of the outreach process. Parent orientations are conducted on an as needed basis throughout the school year. Additional orientations are given when a newly arrived ELL student is enrolled in our school. The ELL teacher, principal and parent coordinator present this orientation. Translation assistance is available at these parent orientations. Parents are encouraged to ask questions about the three choices they are given. A Guide For Parents brochure is distributed in different languages. A parent video is shown in different languages at the orientation. A parent selection survey is then completed by the parents where they have the opportunity to choose which program they want their child to participate in. These surveys are then reviewed by the ESL teacher. If a program selection form is not returned promptly, a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ELL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ELL parents of all ELL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language.

After reviewing the Program Selection Forms and Parent Surveys, the ESL teacher follows up with the parents who requested either the TBE or DL Programs. Parents are contacted by phone with additional information about these programs. If the programs are not available in the district, parents are informed that they have the option to transfer their children out of district.

Parents are also informed that in the event the school has enough numbers to open a bilingual program their children will be invited to participate. Parent orientations are conducted on an on-going basis. Program Selection Forms and Parent Surveys were reviewed.

P.S. 101 offers an ESL program. This program is aligned with what parents requested. P.S. 101 has seen this trend for the past few years.

A pedagogue is in the office when the parents fill out the HLIS form. The translation unit is called if the parent needs information translated into their native language. The child is then interviewed by a pedagogue before the Otele code is entered into the system. Continued entitlement letters are distributed to all ELLs who did not pass the 2012 NYSESLAT. Students who passed the NYSESLAT receive the non-entitlement letter.

Copies of the entitlement letters are filed and kept in the ESL room. Parent Survey and Program Selection Forms are completed during the Parent Orientation. In the event that parents do not return these forms, a note is sent home followed up with a phone call. Parent Survey and Program Selection Forms are stored in the ESL room.

Placement letter records are maintained and stored in the ESL room. ESL teacher follows up with the parents who requested either the TBE or DL Programs. Parents are contacted by phone with additional information about these programs. If the programs are not available in the district, parents are informed that they have the option to transfer their children out of district.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1					1							2
Total	0	1	0	0	0	0	1	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	2
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	

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. [i](#)

	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	30		1	6		1					36
Total	30	0	1	6	0	1	0	0	0		36

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3		1								4
Chinese	1	1	1	2		3								8
Russian	1													1
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian	2	1												3
Other	4	3	2	3	2	2	2							18
TOTAL	8	5	3	8	3	6	3	0	0	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Our ESL program organizational model for grades K-6 is a combination Push-In or Collaborative Co-Teaching and Pull Out model. First, and sixth grade ESL groups feature both a push-in and pull-out organizational model. The Pull Out component of the ESL program services students in grades K-6. Our ESL program features students of heterogeneous or mixed proficiency levels in each class. As determined by the Lab-R and NYSESLAT testing results and state mandates, there are currently 6 beginner students, 7 intermediate students and 19 advanced students. The beginning and intermediate students are serviced 8 periods a week for a total of 360 minutes. The

A. Programming and Scheduling Information

advanced students receive 5 periods a week of ESL instruction for a total of 225 minutes. They also receive 180 minutes per week of ELA instruction.

The ESL Program addresses the ESL students' needs, while aligning their goals and lessons to the ESL state standards. The instructional strategy used is the Balanced Literacy Approach, using the workshop model for instruction in reading and writing. In addition ESL instruction is also delivered using ESL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers. Instructional materials include picture and bilingual dictionaries, a leveled classroom library, visuals, Leapfrog, books on tape, ESL computer programs, Addison Wesley Book Series, and Imagine Learning Computer

Program. The ESL library, school library and classroom libraries contain native home language books.

ELL students in the Free Standing ESL Program are evaluated in English since English is the language of instruction. However, ELL students in the testing grades are provided with the translated versions of State exams whenever available.

ELL newcomers, SIFE students and long term ELLs are offered the Title III After-school program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Imagine Learning to help develop language and literacy skills. Since ELA testing is now required for ELLs after one year, these students are provided with Saturday ELA test preparation. ELLs identified as having special needs will also be offered counseling, extended day and SETTS.

ELL-SWD students are provided with the same grade-level materials as general education students but with additional scaffolds such as Thinking Maps to help them organize information. Teachers have been trained through monthly ESL articulation meetings to build academic language using rich read alouds. ELL-SWD have access to high interest non fiction reading materials to ensure that they can read at either their independent or instructional level. In addition, the Special Education Self-Contained Classroom as well as the ESL classroom are equipped with at least two desktop computers or laptops.

Students who attained proficiency on the NYSESLAT are entitled to testing accommodations for two years. Accommodations include: extended time (time and a half), separate location, selected directions/passages read more than once, bilingual glossaries, and translated versions of the test, if available.

Teacher schedules are reviewed carefully in order to ensure that ELL-SWD students' programs are not disrupted while meeting the State mandated minutes of ESL instruction.

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				
Social Studies:				
Math:				
Science:				

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

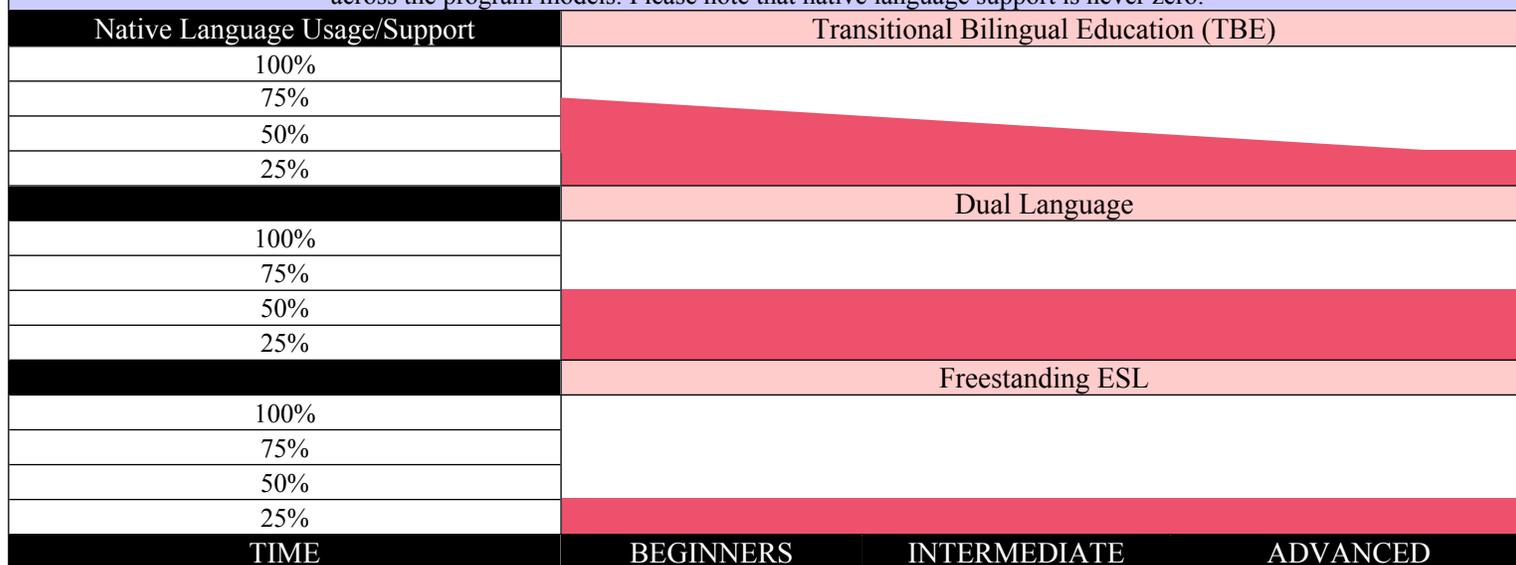
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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.



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?

Targeted intervention programs for ELLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ESL teacher set clear goals and assess ELLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III Afterschool Program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. These services are offered in English.

Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with the classroom teacher, peer tutoring, AIS, and testing accommodations for an additional two years. Testing accommodations include: extended time (time and a half, separate location, bilingual glossaries, translated versions of the test, if available, and selected directions/passages read more than once. Classroom teachers are encouraged to continue scaffolding language use.

New programs or improvements for the upcoming school year include the Foundations Program for grades K and 1. This will provide extra support for ELLs.

There are no plans to discontinue any programs or services to ELLs at this time. Our school is always looking for new ways to expand and acquire additional services.

All of our ELLs have equal access to all school programs including access to computers, in the technology room and their classrooms. We offer Title III Afterschool programs. Saturday Academy, AIS, morning extended day, Resource Room, Speech, Occupational Therapy, Physical Therapy, Counseling and peer tutoring to ELLs in our building when appropriate.

Every classroom has a large multicultural library of fiction and non-fiction books. Additionally, Kindergarten and first grade use the Foundations Program, second and third grade use Words Their Way grammar program, fourth, fifth and sixth graders use Powerful vocabulary grammar program, all grades use a balanced literacy program specifically designed for ELLs. Kindergarten through sixth grade use McGraw Hill MacMillan "Math Connects". Computer programs available for our ELLs include: Imagine Learning, Sammy's Science House, Bailey's Book House, Enchanted Learning and BrainPop, BrainPop Jr., Weekly Reader Connect, and Discovery Education. Addison-Wesley ESL books (levels A through E) are used in the ESL room. Picture Dictionaries by Harcourt Brace and The New Oxford Picture Dictionaries are available in English as well as Russian and Chinese.

Native language support is delivered by teachers, paraprofessionals, guidance counselors, occupational therapists, and physical therapists who speak different languages. There are speakers of Hebrew, Chinese, Spanish, Russian, German, Maltese, Portuguese, and French in our school building. A newcomer is able to meet with these staff members for native language support. Bilingual books and dictionaries are also available in the ELL classroom and library.

Support and resources for ELLs correspond to the ELLs' age and grade level. Kindergarten students receive instruction in the development of expressive language vocabulary and phonics by using the Fountas and Pinnell program. All grades use the Fountas and Pinnell program as well. Our first grade ELLs are using the Foundations program to learn about and effectively use information about letters, sounds and words. AIS and all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.

P.S. 101 assists newly enrolled ELL students before the beginning of the school year. At Pre-K and Kindergarten registration, ESL teacher and other personnel make sure registration runs smoothly. Translators are available to assist. Students are interviewed with their parents. ESL teacher makes sure home language survey is completed accurately. There are Kindergarten orientations in May where parents of newly enrolled students get to meet the Kindergarten teachers and get a tour of the 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.

P.S. 101 has implemented an ESL Articulation Team that provides professional development on a monthly basis to teachers of ELLs on each grade. Topics to be discussed include strategies and techniques to assist the ELLs in their classrooms, and how to help students with their academic vocabulary. The team members then turnkey to other staff members on their grade.

During Common Preparation Periods and ESL Articulation meetings, classroom teachers meet with the ESL teacher to plan content area lessons and differentiate instruction for the ELLs. Paraprofessionals, classroom teachers, cluster teachers and administrators receive ELL professional development during staff meetings.

ESL teacher, classroom teachers and Assistant Principals are invited to attend CFN 207 ELL mini institutes as well as Office of ELLs workshops.

Calendar of PD days and topics include:

Monthly ESL Articulation Meetings 2012-2013

September - "Reviewing 2012 test scores and ELL Placement"

October - Analyzing NYSESLAT test scores and Calcsoda reports

November - Adapting Thinking Maps for ELLs

January - Unpacking Juicy Sentences provided by Giuvella Leisengang

February- Building Academic Vocabulary through Read Alouds

March - "Thinking Maps for ELLs"

ELLs are assisted as they transition from elementary to middle school. The ELLs attend an orientation in May at the middle school. They attend an orientation and are provided with a tour of the new school.

To meet the minimum 7.5 hours of ELL training for all staff as per Jose P., administration will work with the ESL teacher and CFN network staff to coordinate ELL Professional Development for the 2011-2012 school year. ELL Professional Development will take place during the designated Chancellor's Conference Days, faculty and grade conferences, monthly ESL articulation meetings and outside conferences and workshops provided by the Office of English Language Learners, BETAC, and Children First 207 Network. Professional development sessions will be facilitated by administrators, ESL teacher, Children First network specialists and outside professional development providers.

P.S. 101's ELL Professional Development Program will provide teachers will scaffolding and differentiated instruction strategies for teaching English Language Learners, second language acquisition theory, LAB-R/NYSESLAT/ELL Periodic assessment data analysis, building academic language, enriching the ELL student through technology, and NYSESLAT strategies.

Evidence of ELL Professional Development, such as agendas, sign-in sheets, etc. will be kept on file and maintained by the ESL teacher.

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?

P.S. 101 will hold several workshops for parents on various topics including but not limited to: test prep, special education services, parenting skills, discipline, homework and organizational habits, and computers. We will also host several parent nights such as family math night, family game night, and family movie night to promote parental involvement. Workshops and events will be held at various times during the school day to accommodate the schedule of working parents. The parent coordinator sends out monthly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed.

Queens Public library offers workshops for ELL parents in various languages at various locations throughout the year.

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages were needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Translation is needed in Chinese, Spanish, Arabic, Indonesian, Armenian, Albanian, Japanese, Filipino and Bengali.

The school will provide materials and training to enable parents to work with children to support their academic achievement. The school will provide appropriate support services for students to assist with the home-school connection. Written translations will be provided for all major school announcements. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students. Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation. The school determines through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

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	1		2		1								5
Intermediate(I)	2	3		3		1	2							11
Advanced (A)	5	1	3	3	3	4	1							20
Total	8	5	3	8	3	6	3	0	0	0	0	0	0	36

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

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

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

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

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

Our school uses Fountas and Pinnell for the reading and writing workshop. We also use TCRWP and Scantron Performance. The data provides insights by recognizing if the student is at an early emergent level or not. The quantitative data consists of the TC leveled reading score. Aris also offers the students scores on all predictive tests.

The data patterns across proficiency levels and grades reveal that the reading and writing scores were lower than the students listening and speaking scores on the 2012 NYSESLAT. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas.

In the Spring of 2012, nine ELL students took the English Language Arts Exam. One of these students scored a level 1. Five of the students scored a level 2. Three of the students scored a level 3. An After-school Title III program is offered to students who need additional instruction to improve literacy skills. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks. Instruction decisions are adjusted to focus on reading and writing skills to help them succeed. The Extended Day Program and Saturday Test Prep Academy are provided to meet the needs of all students who require additional assistance to meet the standards in Math and English.

In Spring 2012, twelve ELL students in grades 3-6 took the Math state test. One student scored a level 1, three students scored a level 2, five student scored a level 3, and three students scored a level 4. Math instruction is provided in English using ESL strategies and methodology. Bilingual glossaries are available for the students to use. Supplementary math instruction is provided during afterschool and Saturday supplementary programs. ELL Math Assessments are used to create small group instruction, to differentiate instruction and to hit target goals. They are also used for parent communication. Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with their classroom teachers, peer tutoring, AIS, and testing accommodations for an additional two years.

The ELL students have various native languages including: Spanish, Chinese, Armenian, Albanian, Indonesian, Japanese, Bengali, Philipino and Arabic. Their native languages are valued in our school. Several teachers in our school speak other languages and are able to translate to the student if needed. The children use their native languages to communicate to each other during the school day. The school has a translation policy where we can hire people from agencies to come in and translate at parent/teacher conferences, parent workshops and PA meetings. City and state tests are translated into a variety of native languages and offered to the ELL students.

We use the NYSESLAT scores, state tests and inquiry team data to evaluate the success of our ESL program. NYSESLAT scores are reviewed at the beginning of the year to set goals for the program and target ELL students for small group instruction.

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: School in the Gardens

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: School in the Gardens**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hope Monnes	Principal		1/16/13
Irtis Gonzalez	Assistant Principal		1/16/13
Randy St. Germain	Parent Coordinator		1/16/13
Michelle Rao	ESL Teacher		1/16/13
	Parent		1/1/01
Denise Hyman	Teacher/Subject Area		1/16/13
Margot Sawicki	Teacher/Subject Area		1/16/13
	Coach		1/1/01
	Coach		1/1/01
Stacey Katz	Guidance Counselor		1/16/13
	Network Leader		1/1/01
Giuvella Leisengang	Other <u>Achievement Coach</u>		1/16/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q101 School Name: School in the Gardens

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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.

Needs Assessment was done based on the Home Language Identification Survey to determine the languages spoken in our school. This information is provided to administration, teachers, service providers, and the Parent coordinator. Translated documents are provided where necessary for workshops and parent meetings in the necessary languages; i.e. Spanish, Chinese, Arabic, and Russian. In addition the Adult Preferred Language Report is used to determine the preferred language of communication for parents. The findings of this report (RAPL) are used to determine the necessary languages for oral and written communication with parents.

Consultation with the school's ELL teacher to determine the number of ELL children and their home language to ensure that written translation is provided where necessary. Data from ATS will be provided by the pupil accounting secretary to facilitate written and oral translation when necessary. The parent coordinator will distribute a letter to all staff members at the beginning of the year to make them aware of the opportunities provided by the Translation and Interpretation Unit to communicate with parents in their home language either orally or written.

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.

Signs & Posters indicating "Interpretation Services Available" are posted at the main security desk and the main office. In addition signs for "over-the-phone interpretation services" are available at the main security desk and the main office for use by school staff. The school can provide in-house translation in Russian, Chinese, Hebrew, Portuguese, German, Maltese, French and Spanish. In the event that additional languages are needed, the school will utilize the over-the-phone interpretation services. The school will use over-the-phone interpretation services when necessary to communicate with parents for individual parent/teacher conferences on an on-going basis. Translated documents are provided at registration.

The school has identified the need for written translation in several languages; Chinese, Spanish, and Russian. The Parent Coordinator will request written translated versions of documents for distribution to the whole school. Translated Report Cards will be provided where necessary.

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.

Home Language Identification Surveys and the Parent Preferred Language Report (RAPL) indicate the home language of the student and the preferred language of communication for the parent. This information is provided to administration, teachers, service providers, and the Parent coordinator. Written translation services will be provided either in-house or by using the Department of Education's Translation & Interpretation services. Teachers will provide the English version for translation to the Parent Coordinator. The document will either be translated in-house for short memos or sent to Translation & Interpretation.

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

The school has bilingual staff in the following languages: Chinese, Spanish, German, Maltese, Portuguese, Hebrew, and Russian. Teachers will be given the information regarding oral translation services provided over-the-phone by the Translation & Interpretation Unit. In certain instances, in-house staff may be called upon for oral translation services.

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>.

Every parent must complete a Home Language Identification Survey (HLIS) upon enrollment of their child. This survey will be used to identify the languages needed for notification. Language assistance will be provided through translation and interpretation from English to the necessary language. A notice will be placed at the main entrance and in the main office; translations are available upon request. Translated documents are available at registration. ESL parent orientation meetings are provided in September by the ESL teacher in the necessary languages for students identified for parents of students identified as ELL's upon entrance to our school based on the LAB-R examination. Letters are sent home at the beginning of the year informing parents of their right to translation and interpretation services. Over-the-phone- translation services are made available to all staff members. The phone number is prominently displayed at the main entrance and in the main office. In house translation is available in the major languages identified on the RAPL report; Chinese, Spanish, German, Maltese, Portuguese, French, and Russian.

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: PS 101The School in the Garden	DBN: 28Q101
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 101, the School in the Gardens, is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, Queens, the school houses 630 students, of which 35 are English Language Learners. The population of the school is fluent in approximately 15 languages. Approximately 45% of our students are Caucasian, 12% are Hispanic, 4% are African American and 35% are Asian/Pacific Islander and 5% others.

The primary goal of our English as a Second Language program is to have the children become proficient in listening, speaking, reading and writing so that they are able to meet New York State Standards in Language Arts and the content areas. The instructional strategy used is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing. There is a leveled classroom library in the room where ESL instruction takes place.

We will be offering an after-school ELL supplemental program and a Saturday Academy. The Title III after-school program will run two days per week as follows: weekday sessions for 1 1/2 hours each (3:00-4:30pm) from November through June. There will be 1 ESL teacher and 1 Common Branch teacher for this afterschool program. The Saturday Academy will be held in the Spring. There will be 6 Saturday Academy sessions for 3 hours each (9:00-12:00) for grades K through 6.

The weekday program will be offered to 25 ELL students in grades 3-6 at all levels: beginning, intermediate, and advanced. The language of instruction will be in English. The ESL teacher will focus on literacy achievement for grades 3 through 6. ESL strategies, and the balanced literacy approach will be used in order to help students improve their listening, speaking, reading and writing skills, and through this, achieve higher scores on the NYSESLAT, and city and state assessments. The Common branch teacher will work with the same group of students to focus on science content. The 2 teachers will meet during planning time to coordinate their lessons and discuss the strategies they plan to use each week. The Afterschool program will address language development (speaking, listening, reading and writing), reading comprehension, phonemic awareness, vocabulary development, and reading fluency. Supplementary materials such as laptops, an Ipad, Study Island Software Program, and vocabulary enrichment materials will be used. The laptops and Ipad will give the students flexibility to work in groups and will be used exclusively for ELLs in the Title III program. In addition, the latest technology will be integrated through the use of Study Island software, an interactive software system for English language learners which will help to motivate and engage these students. The training on the use of the Study Island program for ELLs will be given by a staff developer from Study Island.

Classes will be enriched by field trips that coincide with the topic they are studying. For example, when the students are studying the life cycle of the butterfly, they will take a trip to Alley Pond Environmental Center to take the "Butterflies: Beckoning Beauties" workshop. They will also attend the "Feathered

Part B: Direct Instruction Supplemental Program Information

Friends” workshop when studying migration. These educational field trips will help ELLs learn new vocabulary and concepts in context. The students will then work in groups to complete a written project and present it to the class.

A Saturday class will also be offered to all ELL students. The Saturday ELL Academy class will meet a total of 6 sessions throughout the year, from 9:00 a.m. to 12:00 p.m. The class for the Saturday ELL Academy will serve approximately 35 ELLs. The Saturday class will service ELLs in Grades K through 6. We will provide supplemental instruction in English, in alignment with the NYS ESL Learning Standards, New York City and New York State content and performance standards. Our focus for grades 3-6 will be on test preparation skills and Literacy through the Content Area. ESL strategies and a hands-on approach will be used in order to help students improve their listening, speaking, reading, and writing skills. Materials will include Getting Ready for the NYSESLAT by Attanasio and Associates, the New York State Progress Coach for both ELA and Math and Buckle Down test prep books. The focus for grades K-2 will be on language development and non-fiction literacy skills. Materials will include using the Primary Comprehension Toolkit.

Technology will be integrated through the use of a smartboard to show images, video, and text of the content area theme being studied. In addition, children will be exposed to a variety of genres including fiction and non-fiction.

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: The Title III Professional Development Program is designed to strengthen teacher practice by addressing strategies that promote academic language development, using technology and analyzing ELL data from various sources. The initial days of Imagine Learning training for the Title III teachers and teachers of ELLs will be held in November. Title III teachers and teachers of ELLs will learn how to implement the Study Island program. Study Island Training will be provided by a staff developer from Study Island. In addition, the two Title III teachers will attend other Professional Development sessions provided by the Network and/or Office of ELLs throughout the school year. Title III ESL teacher attends monthly ELL liaison meetings provided the Network Support Specialist for ELLs. Teachers of ELLs including the Title III teachers will attend and/or facilitate monthly ESL Articulation meeting. Dates and topics will include:

October - Analyzing NYSESLAT scores and Calcsoda reports

November- Adapting Thinking Maps for ELLs

December - Study Island Training provided by a staff developer from Study Island.

Part C: Professional Development

January - Unpacking Complex Sentences (Juicy Sentences) will be provided by Giuvella Leisengang, Network Support Specialist for ELLs

February - Building Academic Vocabulary through Read Alouds

March - Test Sophistication Skills for ELLs

April - Differentating Performance Tasks for ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: The ELL teacher will research the different languages spoken by the parents of the targeted students in the Title III program. A letter will be distributed in the native languages with a tear-off section notifying parents of their child’s eligibility for this program. The teacher will also introduce this program at our ESL Parent orientation meeting and Meet the Teacher session. During the course of the year, the teacher will continue to maintain contact with the parents of the targeted children. The parents will be invited to attend workshops that will be held both during the school day and in the evening. Workshop topics will include: How to Help Prepare your Child for the NYSESLAT and How to Help your Child be a better Reader. Workshops will be translated in Spanish and Chinese by Mrs Zarate,para professional and Mr. Dong, SETTS teacher.

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 	\$7,327.48	Title III After School Program 1 ESL Teacher and 1 Common Branch teacher will be paid per-session rate for 30 weeks (2 sessions a week for 1 1/2 hours each) @ \$50.19 per hour = \$4,517.10 Saturday Academy

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.
		<p>2 ESL Teachers & 1 Common branch teacher Per Session for 6 Sat. classes (3 hrs ea.)</p> <p>$\\$50.19 \times 18 \text{ hrs} \times 3 \text{ teachers} = \\$2,710.26$</p> <p>Parent Engagement Activities</p> <p>1 ESL Teacher Per Session to conduct parent workshops, 2 hours X \$50.19 = \$100.38</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$600.00	<p>Staff development will be provided by a Study Island representative at no cost to Title III. Admission to trip sites - \$300.00 . Professional Development Workshops- \$100.00 Materials for Parent Workshops - \$200.00</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,327.52	<p>Item: Enrichment materials(test prep materials, consumables, notebooks, etc) = \$</p>
Educational Software (Object Code 199)	\$215.00	Educational Software (Study Island Program).
Travel		
Other	\$1,730.00	<p>2 Lenovo laptops for the Study Island Program = \$1,130.00</p> <p>1 Ipad for the Study Island Program = \$600.00</p>
TOTAL	\$11,200	

