



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE JACQUES CARTIER SCHOOL – PS 102

**DBN (i.e. 01M001):** 04M102

**Principal:** CRAIG PINCKNEY-LOWE

**Principal Email:** CPINCKN2@SCHOOLS.NYC.GOV

**Superintendent:** ALEXANDRA ESTRELLA

**Network Leader:** ELMER MYERS

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Craig Pinckney-Lowe	*Principal or Designee	
Lisa Ortiz	*UFT Chapter Leader or Designee	
Sandra Pugh	*PA/PTA President or Designated Co-President	
Irene Garcia	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dawn Pimentel	Member/ Teacher	
Milagros Seraus	Member/ Teacher	
Ruth Thomas	Member/ Teacher	
Adelita Quiles	Member/ Parent	
Estrella Sappe	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, we will show a 5% improvement in the percentage of students who are proficient in ELA and Math for all General Education students, ELLs, and Students with a Disability (SWD/ IEP), as measured by the New York State English Language Arts and Math tests.**

### 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.

The percentage of students meeting or exceeding proficiency on the 2013 New York State Assessments were 10.2% for ELA and 6.7% for Math.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Adoption of Common Core Learning Standards –aligned curricula in ELA (ReadyGEN) and Math (GoMath) across all grades
2. Professional development around strategies for strengthening planning and instruction, supporting students below- and approaching standards, and fostering student independence
3. Math journal writing assignments that focus on strengthening higher order thinking skills and explaining problem-solving processes across all grades
4. Extended day and afterschool programs to support students who received levels 1 and/or 2 on the 2013 NYS ELA and Math Assessments
5. Push-in and pull-out supports for students identified as at-risk

#### B. Key personnel and other resources used to implement each strategy/activity

1. Activity 1: Classroom teachers, administration, literacy and math coaches, AIS teachers and SETSS teacher; network team support for professional development around the curriculum
2. Activity 2: Classroom teachers, administration, literacy and math coaches, AIS teachers and SETSS teachers, social worker, network team support
3. Activity 3: Classroom teachers, administration, math coach, math AIS teacher; network support for professional development around math journaling
4. Activity 4: Classroom teachers, administration, literacy and math coaches;
5. Activity 5: AIS teachers; SETSS teacher; ESL teacher

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. End of unit assessments in GoMath every 4-6 weeks;
2. Module-end performance tasks in ReadyGEN every 4-6 weeks;
3. ELA and Math assessment - mid-year simulation;
4. Fountas and Pinnel Reading assessments every 6-8 weeks
5. Progress monitoring of math journaling every 4-6 weeks
6. AIS progress monitoring (Math exemplars and math journaling; ELA Wilson Foundations and Strategy supports) every 4-6 weeks

#### D. Timeline for implementation and completion including start and end dates

1. Activity 1: Ongoing from September 2013 to June 2014
2. Activity 2: Ongoing from September 2013 to June 2014
3. Activity 3: Ongoing from September 2013 to June 2014
4. Activity 4: Ongoing from September 2013 to June 2014
5. Activity 5: Ongoing from September 2013 to June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. SBO schedule adjustment that allows for one hour of professional development time per week
2. SBO schedule adjustment that allows for one period per week of inquiry time for teacher teams
3. Once per month PD around ELA planning and instructional strategies
4. Once per month PD around Math planning and instructional strategies
5. Weekly planning time for each grade (at least 2-3 times per week) to support collaborative planning, looking at student work and sharing best instructional practices

6. Once per week common planning time for self-contained special education teachers to support collaborative planning, looking at student work and sharing best instructional practices

**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).

1. Provide regular updates on student progress through progress reports and report cards.
2. Provide parents with homework strategies that support student success.
3. Provide parents and families with opportunities to come to school and read with children, as well as see teachers model read aloud strategies parents and families can use at home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 2014, 75% of all teachers will show improvement in practice by moving one or more indicators up on the Danielson Framework HEDI scale (I.e. Developing to effective) in Domain 1 and Domain 3.**

**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.

The Citywide Instructional Expectations dictate the requirement to utilize common core aligned curricula in ELA and Math, as well as to provide frequent cycles of feedback to teachers to improve their practice, thereby improving student achievement.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Activity 1: Network provided training on effective literacy practices that align with ReadyGen curriculum; coach and administrative support with effectively planning with ReadyGen resources; common planning time devoted to ReadyGen instruction
2. Activity 2: Central DoE and Network provided training on GoMath! curriculum to coaches and teachers; Math coach and administrative support with effectively planning with GoMath resources: common planning time devoted to GoMath instruction;
3. Activity 3: Inquiry time utilized to support deepening understanding of the specific Danielson components in small teacher groups; monthly PD time devoted to Danielson component investigations for whole staff; feedback from short, frequent informal observations to highlight strong teacher practices and provide steps to improve teacher practice

**B. Key personnel and other resources used to implement each strategy/activity**

1. Activity 1: Network instructional leads; school administrators, literacy coach and literacy AIS provider; teachers in teams, and grade team leaders
2. Activity 2: Central contracted trainers from GoMath!, network instructional math coach; math coach, math AIS provider and school administrators; schedule set up so that common planning time and additional professional development time is available and specifically devoted to math curriculum and instruction
3. Activity 3: SBO for one day per week of extended day devoted to teacher inquiry teams investigating different Danielson components, ARIS and network resources; SBO allowing for one period of professional development time per week, with one week devoted to professional development around Danielson framework, support of the administration and coaches; administration and teacher inter-visitations

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Activity 1: End of unit performance based assessments every 4-6 weeks; teacher assessments on student progress, including writing samples and Fountas and Pinnell reading assessments every 6-8 weeks; observations of teacher practice on an ongoing basis
  - Activity 2: End of unit assessments every 4-6 weeks; Progress monitoring of math journaling every 4-6 weeks; observations of teacher practice on an ongoing basis
  - Activity 3: Notes and artifacts generated from inquiry work every 6-8 session cycle; observations of teacher practice on an ongoing basis; impact – vast majority of teachers demonstrating effective and highly effective practices according to the Danielson Framework for Teaching
- D. Timeline for implementation and completion including start and end dates**
- Activity 1: Ongoing from September 2013 to June 2014
  - Activity 2: Ongoing from September 2013 to June 2014
  - Activity 3: Ongoing from October 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Activity 1: SBO that allows for one period per week of professional development time; common planning time embedded in the school schedule (at least two times per week for each grade)
  - Activity 2: SBO that allows for one period per week of professional development time; common planning time embedded in the school schedule (at least two times per week for each grade)
  - Activity 3: SBO that allows for one day per week of extended day devoted to teacher inquiry teams; ARIS and network resources; SBO allowing for one period of professional development time per week,

**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).

- Provide families with strategies they can use to support the shifts in the standards outlined by the Common Core.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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 2014, we will show a 2% improvement over last year in the student attendance rate.**

**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.

The attendance data from 2012-2013 shows that overall attendance rates for the school were 92%.

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- Activity 1: Perfect attendance acknowledgement for individuals and classes
  - Activity 2: Regular attendance meetings and outreach to families with fair to poor attendance percentages
- B. Key personnel and other resources used to implement each strategy/activity**
- Activity 1: Administration, social worker, family worker, parent coordinator
  - Activity 2: Administration, social worker, family worker, parent coordinator, attendance teacher
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Activity 1: Monthly monitoring of class attendance percentages; weekly monitoring of individual student attendance percentages

2. Activity 2: Weekly calls to at-risk families and those who show slippage in attendance
<b>D. Timeline for implementation and completion including start and end dates</b>
Activity 1: Ongoing from September 2013 to June 2014 Activity 2: Ongoing from September 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Activity 1: One period per month to reward classes with best perfect attendance records; celebrations for students with perfect attendance 2. Activity 2: Weekly meeting with attendance teacher and other constituents in school;

<b>Strategies to Increase Parental Involvement</b>
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).
1. Outreach to families whose children have consistently low attendance rates. 2. Encourage good attendance with perfect attendance assemblies 3. Host cultural festivals and celebrations that encourage both children and their families that make the school feel more welcoming and encourage students to come to school more regularly. 4. Invite key parents to become "parent ambassadors" for their classrooms and become an additional voice of outreach to other families in the classroom.

<b>Budget and Resource Alignment</b>																																				
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.																																				
<table border="1"> <thead> <tr> <th>X</th> <th>Tax Levy</th> <th>X</th> <th>Title IA</th> <th>X</th> <th>Title IIA</th> <th>X</th> <th>Title III</th> <th></th> <th>Set Aside</th> <th></th> <th>Grants</th> </tr> </thead> <tbody> <tr> <td colspan="12">List any additional fund sources your school is using to support the instructional goal below.</td> </tr> <tr> <td colspan="12">STH funds for at-risk families in temporary housing</td> </tr> </tbody> </table>	X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants	List any additional fund sources your school is using to support the instructional goal below.												STH funds for at-risk families in temporary housing											
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List any additional fund sources your school is using to support the instructional goal below.																																				
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**Goal and Action Plan #4**

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

<b>Annual Goal #4</b>
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
N/A

<b>Comprehensive Needs Assessment</b>
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.

<b>Instructional Strategies/Activities</b>
Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

<b>Strategies to Increase Parental Involvement</b>
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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

***Annual Goal #5***

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

N/A

***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.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wilson Foundations (K-3); Comprehension strategy work (3-5); non-fiction close reading practice	Small group pull-out; homogeneous groups across classes within grades	During the school day; after school during extended day and after-school programming
<b>Mathematics</b>	Re-teaching of GoMath strategies and lessons; review of basic math skills	Small group pull-out (AIS) or push-in (AIS and SETSS)	During school day; after school during extended day and after-school programming
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Regular counseling sessions for at-risk students; Pet Therapy; Union Settlement in-house support for children and families in need	Counseling services - one-to-one and small group; pet therapy – small group; Union Settlement – 1-3 times per week dependent upon agreement between counselor and families	All services delivered during the day; additionally, Union Settlement provides some services after school.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The network human resources point supports the administration in researching candidates that are highly qualified for their positions. Assignments are carefully chosen based on student data, school priorities and teacher observation. Teachers are encouraged to pursue professional development interests, and the administration works to differentiate professional development as much as possible.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Administration utilized data from Initial Planning Conferences to differentiate inquiry around Danielson framework components. This helped to build small professional learning communities around a specific line of inquiry significant to the groups. Additionally, the coaches attend network-led professional development on a regular basis, and turn-key their learnings to the teachers. Administration meets at least monthly with all school constituencies, and seeks out opportunities for paraprofessionals to attend workshops. Paraprofessionals are also encouraged to engage in inquiry based on a Danielson component of their choosing from Domains 2 (Management and Procedures) or 3 (Classroom Instructional Practices).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Emergency supplies such as uniforms, books bags, and books</li> <li>• Educational support provided by AIS providers</li> <li>• After-school academic programs to support school success</li> <li>• After-school clubs to promote social success</li> <li>• At-risk counseling services by social worker and guidance counselor</li> <li>• Referrals to mental health agencies, including Union Settlement on-site counseling as needed</li> <li>• Parental support</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
-Articulation between Pre-Kindergarten and Kindergarten teachers at the beginning of the school year, and through meetings at least monthly.
-Kindergarten teacher plans for the first two months of school focus heavily on routines and transition into school for those students with no previous school experience.
-Parent coordinator and teachers work with parents and guardians of kindergarten students to acclimate them to the rigors and expectations of elementary school

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers plan collaboratively on grade levels to create or adjust assessment tools throughout the school year. Additionally, grade leaders meet regularly to share assessment data and tools across grades in order to strengthen vertical alignment of

assessment tools. Throughout the year, the administration requests feedback from teachers on efficacy of assessment tools, and partners with teachers to make decisions on the types of assessment tools work best for our students.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>102</b>
School Name <b>Jacques Cartier</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Craig Pinckney-Lowe</b>	Assistant Principal <b>Jacqueline Wilson</b>
Coach <b>ELA: Mary Kreloff</b>	Coach <b>Math: Haydee Tavarez</b>
ESL Teacher <b>Yolanda Rivero</b>	Guidance Counselor <b>Patricia Foley</b>
Teacher/Subject Area <b>SETSS: Michele O'Neal</b>	Parent <b>PTA President: Sandra Pugh</b>
Teacher/Subject Area <b>3<sup>rd</sup>. gr. Dawn Pimentel</b>	Parent Coordinator <b>Yvonne Esquilin</b>
Related Service Provider <b>Social Worker: Bill O'Connor</b>	Other <b>AIS Math: Aleathia Saunders</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>Speech: Lisa Rivers</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>320</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>11.88%</b>
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# Part II: 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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18			20						38
Total	18	0	0	20	0	0	0	0	0	38

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	5	9	8	1								32
Chinese	1	1	1	0	0	0								3
Russian														0
Bengali	0	0	1	0	0	1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	0	0	0	0								1
<b>TOTAL</b>	7	5	7	9	8	2	0	0	0	0	0	0	0	38

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	2		1	1	1									5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			3	2	4									9
Advanced (A)	5	5	2	7	3	2								24
Total	7	5	6	10	8	2	0	0	0	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4			7
4	1	1			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		1				7
4	1		1						2
5	3		2						5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 102 uses ECLAS-2 to assess the early literacy skills of ELLs. This data reveals student ability in the following areas: phonemic awareness, phonics, reading, oral expression, listening and writing. ELL students are grouped according to their needs and instruction is differentiated to address those needs by the ESL teacher, the classroom teacher, as well as other service providers (such as SETSS and Speech).

Our instructional plan calls for ELL students to participate in the extended day program (to increase the amount of time ELLs spend learning English). ELLs are grouped in small numbers (4-6) during extended day. We would like to purchase additional materials (budget pending) that will help us accelerate and enrich the curriculum for ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In Spring 2013, Dr. Rivero tested 40 ELLs with the NYSESLAT. Nine (9) students went up 1 level (in language proficiency) either from beginning to intermediate, or intermediate to advanced. This performance represents a 23% increase in NYSESLAT test scores. Three (3) students fell one level: from advanced to intermediate. Five (5) students jumped 2 levels (from beginning to advanced).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Three (3) students passed the test (proficient) and are no longer considered ELLs (i.e. transitional). This represents an 8% pass rate. Our pass rate (district-wide) should be in the 15-16% range as per the DOE established criteria (AMAO) for ELLs. This year's test was reconfigured to mimic the complexity of the new ELA test

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a) Our group scored in the low range (1 and 2). Results for 3rd/4<sup>th</sup>/5<sup>th</sup> grade ELL students who took the standardized tests last year are as follows:

ELA: Level 1 - 3 students (3 <sup>rd</sup> . grade)	Math : Level 1 - 3 students (3 <sup>rd</sup> . grade)
Level 2 - 4 students (3 <sup>rd</sup> . grade)	Level 2 - 3 students (3 <sup>rd</sup> . grade)
	Level 3 - 1 student (3 <sup>rd</sup> . grade)

ELA: Level 1 - 1 student (4 <sup>th</sup> grade)	Math: Level 1 - 2 students (4 <sup>th</sup> grade)
Level 2 - 1 student (4 <sup>th</sup> grade)	Level 2 - 0 students (4 <sup>th</sup> grade)

Math: Level 1 - 3 students (5 <sup>th</sup> grade)
Level 2 - 2 students (5 <sup>th</sup> grade)

We have no bilingual program in our school, so native language tests were not given.

4b) Test results for the ELL periodic assessment were misleading (too easy or too limited in scope: 1 subtest only). Our ELLs fared much better on these interim tests than they did on the NYSESLAT or the ELA exams. Given the number of standardized tests our

students

take at the end of the year, and the amount of time spent on test prep already, we find this layer of testing unnecessary.

4c) Nothing. We prefer not to order them again. The data gathered is replicated elsewhere. Tests are only in English. The native language is not used.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELL students who are identified in grades K-2 as needing RTI are serviced by the AIS specialist. Students get a double-dose Foundations (decoding/encoding words) 5X a week.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Listening and Speaking skills are developed in grades K-2. Once students have achieved oral fluency, vocabulary development follows and grammar patterns are introduced. In grades 3-5, instruction is concentrated on reading/writing skills to improve student performance on the NYSESLAT

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Total performance of all students tested, who moved up (either 1 or 2 levels), or who tested out, represents a 43% increase in performance (17 students out of 40 made progress, or tested proficient) The remaining students (19 students out of 40) stalled at the same level (intermediate/advanced). We will make plans (set goals) for achievement. The ESL teacher will work with her groups to determine student difficulty with the NYSESLAT. She will remediate the 2 students who are lagging behind and quickly losing ground.

Below is a breakdown of student performance on the NYSESLAT::

Tested out - Ya Li Li, Jordy Galvez, Natasha Muñoz (graduated) Total: 3 students

Progress (+1 level): Ana Ortega, Jayzel Ryan, Alberto Gonzalez, Hussain Ahmed, Jeyla Espindola, Jocellyn Velez, Mariana Aguirre, Luis Garcia (graduated, and Josie Rojas (graduated). Total: 9 students

Excellent progress (+2 levels): Christopher Hernandez, Ana Nestor, Kaike Boechat, Jose Alvarez, Ashley Taveras. Total: 5 students

No progress (did not move up -0 level) : Vienna Huang, Jason Mui, Ediberto Arias, Rachel Miranda, Bilal Ahmed, Esperanza Basurto, Yasmin Diego, Aaliyah Santiago, Linda Sinchi, Alex Ortega, Justin Gomez, Yakeline Espinoza, Edwin Fernandez, Jacob Franco, Roxana Nicolas, Pedro Diego, Edgar Galvez (graduated), Joel Torres (graduated), Germany Gonzalez. Total: 19 students

Lack of progress (fell one level -1 level): Miguel Reyes, Bernaldo Garcia, Rafaa Elnaham (graduated). Total: 3 students

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Fourteen (14) students were tested in Sept. 2013 with the LAB-R (K-level) by the ESL specialist, Dr. Rivero. More than half of the students tested were Spanish-speaking. The remaining students were Arabic (2), Bengali (3) and Chinese (1). LAB-R test score results revealed that seven (7) students needed to be serviced. The other half tested-out. To date, we have 38 ELL students in K-5.

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.

We scheduled a parent orientation meeting on Sept. 20, 2013. Parents were shown the ELL orientation video. At this meeting all (6) parents of incoming K students were present, except one (1). Dr. Rivero discussed the LAB-R Fall 2013 results (for K-grade) and the Spring 2014 Annual Assessment (NYSESLAT) for the other parents of continuing ELLs who were present. The parents of the incoming students filled out the parent survey at the end of the meeting. The absentee parent was contacted to come in by the Parent Coordinator, and information about program models was given to him. Questions that the parent had about program components and length of program were answered and the parent was shown the video and he completed the form and submitted it.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Thirty-one (31) continued eligibility letters were sent home in early October. 40 other forms (for new entrants) were distributed at the meeting or in person. Ms Esquilin is the parent coordinator at our school and she helped out with this process (collecting forms). Forms are secured at the ELL office by Dr. Rivero.

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.

The criteria used to place eligible ELL students are the HLIS form which the parents fill-out at registration, the LAB-R test results, and the Spring 2013 NYSESLAT test scores (beginning, intermediate, or advanced). Incoming students who are identified in the HLIS, and are eligible to take the entry test (LAB-R), but pass this test, do not receive services.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs take the NYSESLAT. This past Spring, the Speaking sub-test was administered April 19-23. Each student was tested individually for approximately 15-20 minutes. If a student was absent, he/she was given a make-up the day immediately following the day he/she was to be tested. Five out-of-classroom teachers (cluster staff), other than the ESL teacher, administered the test to 40 ELLs.

A meeting was held on April 15, prior to the administration of the Speaking subtest. The presenter was Dr. Rivero and the items covered were: Overview and Changes to NYSESLAT (Spring 2013): Administration and Scoring

Speaking Rubrics and Sample Responses:

- \* Picture Description (2-part questions/answers)
- \* Sentence Completion
- \* Response to Graphic Information (new this year)
- \* Social and Academic Information

\* Storytelling

Time was allowed at the end of this presentation for questions and answers. A sample (simulation) scoring practice and rubric session was delivered by Ms Vdokakes (acting as a sample teacher) and Dr. Rivero (acting as a simulated sample student) to further elucidate the process for teachers to follow in the administration of this sub-test. The Speaking score sheets are kept for 1 year in a secure file cabinet.

A memo was sent to classroom teachers with ELLs letting them know the testing schedule (May 6-May 17) for the NYSESLAT. Another memo was sent to parents to let them know about the test and to make sure their child rested the night before the test.

The reading, writing and listening subtests of the NYSESLAT were group-administered by grade. Students took a short break between the 1<sup>st</sup>. subtest (Listening) and the 2<sup>nd</sup>. subtest (Reading). The writing subtest was administered separately the following week. The NYSESLAT was not timed, so students were allowed to continue working until lunchtime, if necessary.

Scoring of the writing portion was done-in-house by out of classroom staff (cluster teachers). Dr. Rivero took care of the logistics of this test, the packaging and delivery.

6. 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.) 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. [i](#)

P.S. 102 is a small school (about 300 students, grades K-5) and the number of ELLs is likewise small (38 students). The number of ELLs at each grade level fall below the required 15 students to form a transitional bilingual program in any one language. We have a diversified mix of Spanish, Arabic, Bengali, French-speaking African origin, and Chinese students. The trend in program choice for the past few years has been ESL, as requested by our parents.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 1a) Our ESL teacher pushes in for classes (where there is a concentration of ELLs in the classroom). The rest of her groups are pulled out from different classes according to grade and proficiency levels.
    - 1b) Groups are heterogenous for special ed (grade & proficiency levels). Most groups are homogenous by grade, but heterogenous by proficiency level.
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)?

The push-in classes have intermediate and advanced students. The intermediate students get additional periods of instruction (pull-out) to comply with the 2 unit requirement (360 minutes). The advanced level students (mostly grades 3-5) receive the mandated 1 unit of instruction (180 minutes). This year we have only 3 beginning students in grades K-5. Due to the change in the NYSESLAT test, Dr. Rivero now groups her students as : K, 1-2, 3-4, and 5.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our program model is ESL and the language of instruction is English only. Content area instruction as per the Common Core Learning Standards is delivered by the classroom teacher in English only. Students also receive science instruction in English only from the science cluster teacher. NYSESLAT test results indicate that the majority of our ELLs have achieved oral fluency. However, our students require additional practice in reading and academic writing in order to perform well both in the NYSESLAT and State exams. Because of the shift in standardized tests (both in the rigor of questions asked, and the complexity of text) our ELL students in grades 3-5 scored in the 1-2 range both in ELA and Math, except for 1 student who scored a 3 in math (3<sup>rd</sup>. grade)

Dr. Rivero has identified the following goals and objectives in grades 3-5:

Reading Skills:

- \* identifying the Main Idea
- \* identifying supporting details
- \* drawing conclusions
- \* making inferences
- \* identifying the sequence of events
- \* identifying fact and opinion
- \* identifying cause and effect
- \* identifying genre
- \* using context clues

to support language development in our students.

In addition, students will be reading (adapted) classic literature, such as: Heidi, the Wizard of Oz, Little Women, Gulliver's Travels, Black Beauty, etc. and use these texts to write about the following literary elements:

setting  
point of view  
plot  
characterization  
theme  
foreshadowing  
flashback  
figurative language  
mood  
:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Content area teachers present instruction within the workshop model and through small group instruction at all times. They use alternate modalities and resources to evaluate English acquisition of ELLs throughout the year. Language acquisition is evaluated through projects, class discussions, and tasks that are aligned to CCLS and HESS Cognitive Matrix.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a) We have no SIFE students in our school.

b) ELL students at P.S. 102 are for the most part U.S. born and start their schooling as early as pre-K. ELL students who take the ELA in 3<sup>rd</sup>. grade have been in attendance at U.S. schools for 3 years or more.

c) ELL students who require service beyond 3 years (4-6 years) continue to attend ESL classes with Dr. Rivero. They may need to work with one of our 2 speech therapists (as per their IEP): Ms Rivers or Ms Penaranda. They may also require the services of our SETSS teacher, Ms O'Neal. Lastly, if they score a 1 in the ELA (3<sup>rd</sup>.-5<sup>th</sup> gr.) or if they score below a certain standard or measure, they can be remediated by the AIS specialist, Ms Vdokakes. This team works in close collaboration to develop student mastery in reading, writing or math (e.g., understanding the steps to solve a mathematical problem, particularly the language used).

d) We are a K-5 school. We have no 6+ ELLs.

e) This year we have 2 former ELLs in attendance: Jordy Galvez (3<sup>rd</sup>. gr) and Ya Li Li (1<sup>st</sup>. gr). The former student will be given an accommodation for ELA/Math testing (extra time). This student did not perform well on the ELA pre-assessment (scored a 1). He was given 3 sessions on the structure of an essay (he only wrote 1 paragraph and received a 1 in all 6 out of 7 rubrics, except for a 2 in the last rubric - conventions). Another former ELL from 2 years ago also scored a 1 on the same pre-assessment. Both students (3<sup>rd</sup>. gr) participated together in the ESL sessions. Ya Li is a 1<sup>st</sup>. grader and is not being serviced. She's performing on level as per her teacher's evaluation.

7. 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?

ELLs are placed in our extended day program. Among the strategies used are one-to-one support, direct instruction, and assessment from the SETSS teacher (following the student's IEP goals). Grade level materials are adapted and modified to provide access to academic content areas that might be too difficult for the student to comprehend 'as is.' Teacher-made materials accelerate English language development of ELLs who are struggling with grade-level content materials. Our SETSS teacher provides small group instruction and pushes-in (in the classroom) for additional help. Materials currently in use in the classroom are:

Grades 1-2: Start Up Phonics, Recipe for Reading, Explode the Code, Foundations, and other trade books and Ready Gen.

For Grades 3-5: Soar to Success, Great Leaps, Quick Reads, Reader's Theater, other trade books and Ready Gen.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The teacher in the classroom utilizes Tier 1 interventions with ELL-SWDs. Any student who requires Tier II interventions is pulled out by the AIS specialist, the SETSS teacher, and the Speech teachers (as per the student's IEP). Teachers of ELL-SWDs also use technology, such as computers, laptops, IPADS, smart boards, and other specialized equipment (audio) and materials (visual) to meet the needs of ELL-SWDs.

Students who meet the criteria are mainstreamed for math. ELL-SWDs are also mainstreamed for Science, Art, and Physical Education.

**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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

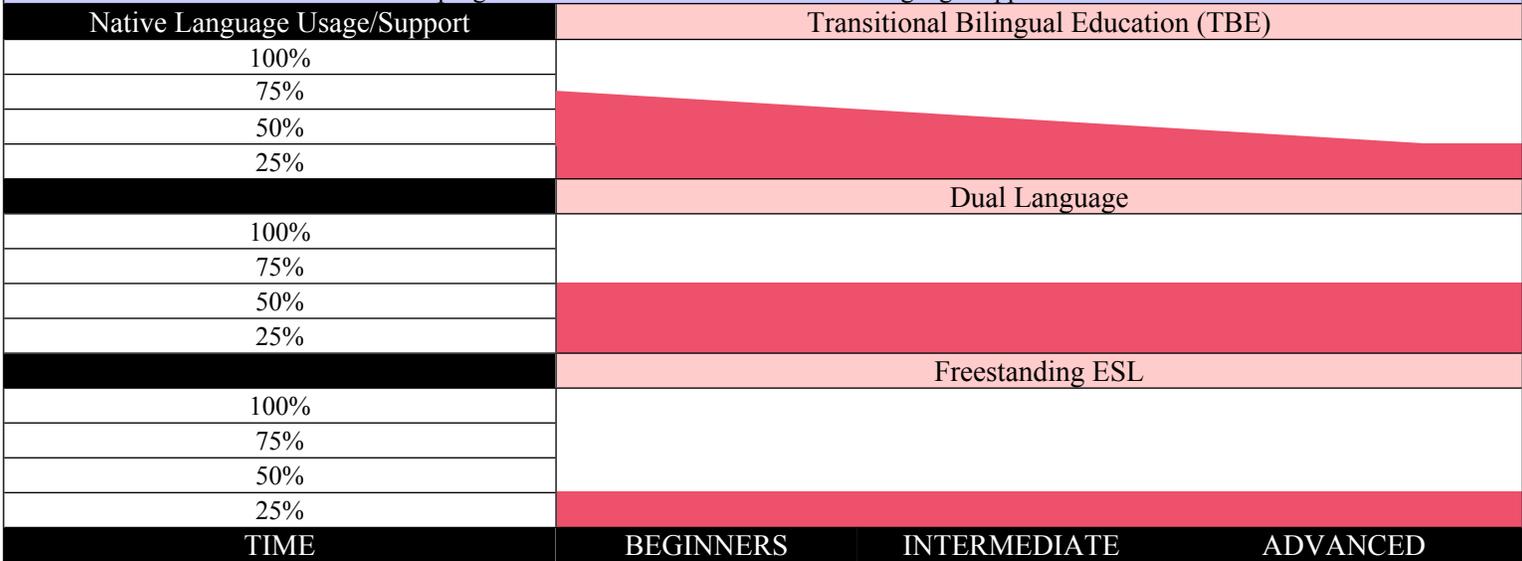
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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

9. 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.

The language of instruction is English only. The teacher in the classroom conducts Tier 1 strategies as needed for ELLs. Those ELLs requiring Tier II interventions are pulled out for services (AIS Math and AIS Reading). ELLs get additional support 2X a week during extended day periods.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The instruction focuses on all components of literacy. ELL students are taught comprehension strategies through a variety of modes. Last year, all our ELLs (in grades 3-5) scored a 1 or a 2 in the ELA test. Following an individualized analysis of ELL students' needs, mini-lessons will be prepared on those reading skill areas that need developing or remediation.

11. What new programs or improvements will be considered for the upcoming school year?

Targeted intervention for ELLs in math is designed to improve student performance on standardized tests. The program we're using is Go Math. The lessons are designed to facilitate concept development. ELL students will work at their own pace from introduction to mastery. Each content standard is listed in the Common Core. Throughout these lessons, ELL students will use manipulatives, models, and visuals to build comprehensible input. The aim of this math program is to prepare students to transition from skills rote learning to solving problems in more ways than one in real-life situations.

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

The Science program is designed to enhance ELLs' critical thinking skills. Our ELL students use the scientific method to observe, record data and produce reports that explain their findings in clear and coherent language. Science concepts and skills are taught through thematic units of 4-6 weeks duration. During extended day, the Science teacher meets with 4<sup>th</sup>. gr. ELLs 2X a week to provide reinforcement in those skills and practice hands-on activities that will prepare our students for the 4<sup>th</sup> grade Science State Test.

FLEPS are recognized each year in the school-wide Awards Ceremony. Our 2 FLEPs will receive a gift bag of personal items, appropriate for summer fun, from Dr. Rivero. They also receive the NYSESLAT certificate of achievement.

For the past few years, ELLs in the 5<sup>th</sup> grade have participated in the HD Live in Schools program which help to bring opera to life in the classroom. Student and parents attend dress rehearsals at the Metropolitan Opera for free. Each opera-specific guide includes full length classroom activities, musical highlights, story synopses, accompanying CDs, and other student resources that are helpful tools for students to become familiar and understand the opera before viewing.

12. What programs/services for ELLs will be discontinued and why?

Programs and services for ELLs will continue as is.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL participate in all school programs, such as art, music, technology, physical education, and chess. Parents of ELLs have the

option to register their children in after-school/supplemental services offered to all our students in our building. ELL students participate in all school programs (curricular and extracurricular) and are fully represented in all programs. Our ELLs are the intended beneficiaries of all the resources and monies the school receives. Ms O'Neal (SETSS teacher) is conducting her 2<sup>nd</sup>. year of the LEGO after-school program for ELLs and Speech and Language students. ELLs and SWDs build their own creation with LEGO pieces, then they share by talking to each other. Students are filmed speaking and explaining what they built. ELLs and SWDs support each other and develop their social skills.

Examples of equal access programs are:

- \* Rosie's Kids
- \* The Violence Prevention Program
- \* Concrete Safari
- \* LEGO Club

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since both the ELA and the NYSESLAT tests have changed, we are in the process of ordering materials that will better serve our students and help them achieve in the new reconfigured tests. Examples are: non-fiction, leveled informational texts with strong picture support (for descriptive writing), and vocabulary/grammar activities books for language support and adapted classics. This year's classic for 4-5<sup>th</sup> graders is Frank Baum's "The Wizard of Oz."

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

No native language materials are used in our program model (ESL).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Support services, such as counseling, occupational therapy, and physical therapy are provided, as needed, to ELL students (as per their IEPs). P.S. 102 also has a school-based support personnel: a bilingual social worker: Mr. O'Connor and a school psychologist: Mr. David who service all students, including ELLs. The services provided correspond to ELLs' age and grade level. Required services (as per students' IEPs) are provided by the speech teachers, counselor, social worker, literacy and math coaches, SETSS and IEP teachers and AIS ELA and AIS Math teachers.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our newly enrolled ELLs are K students. The other ELLs are continuing ELL instruction. There is no program for transfer students from other schools, or for K students (K-5 school).

18. What language electives are offered to ELLs?

N/A No language electives are offered at our school (K-5 school).

19. For schools with dual language programs:

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

N/A`

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

PS 102 offers workshops to all teachers once a week during their lunch hour. So far this year, Dr. Rivero has attended workshops on READYGEN, Go Math, LAP workshop, and a Conference: Building Bridges - Instructional shifts for ELL Academic Success. Later this month, she will attend a MET Opera Teacher workshop (on Falstaff)- after school 4:30-6:30 p.m. MET workshops also count towards required professional development hours. Last Spring, Dr. Rivero attended a workshop on NYSESLAT Scoring (newly devised test). She then turn-key the information obtained for the scorers in her building. During the year (2012-2013), she attended a series of workshops on: Improving Outcomes for SWD's and ELLs. The last workshop for the year (June 2013) was on the topic: Nuts and Bolts Training: Preparing to Serve ELLs and Their Families.

C2) All staff are involved in receiving professional development. PD workshops (in-house) are given in both ELA and Math. These workshops are aligned with the Core standards. Professional development will focus on teachers supporting all students, including ELLs, as they engage these students in the CCLS (rigorous tasks and higher order thinking strategies).

C3) Ms Foley assists ELLs and their parents in filling-out applications for middle school. Our counselor also meets with groups of ELLs to help them develop those skills that are necessary for a smooth transition from elementary to middle school. Examples are: independence, self-reliance, conflict resolution, healthy habits, and responsibility all of which our ELLs will need in middle school. In addition, Ms Foley arranges appointments for ELL parents to tour prospective middle schools with their child. She advises parents about an appropriate choice of a particular middle school. In her sessions with ELL students, she discusses the middle school environment (e.g. subject-matter teachers vs one classroom teacher), middle school issues (bullying) and academic expectations at the middle school level.

C4) All staff receive more than the minimum hours of ELL training as per Jose P. Topics for workshops in the current year will include:

- \*Vocabulary Development (informational text)
- \* Structuring the Essay (both ELA and NYSESLAT)
- \* Communicating more effectively with parents: Issues and Concerns (workshop to be led by the parent coordinator)
- \* Learning Key Phrases and Vocabulary in Spanish to facilitate understanding with newcomers and to better integrate these students in classroom activities/routines

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

D1) This year the parent coordinator will remind ELL parents that there is a DOE website and a school (P.S. 102) site full of information pertaining to their child's education and to keep them informed about up-coming events. For example, there is a flyer (in 7 different languages) about Open School Niight on November 14, 2013 which the parent coordinator will distribute to all parents, including parents of ELLs. Dr. RIVero works closely with Ms Esquilin and a list of ELL students has been prepared by Dr. Rivero for the coordinator to have and be able to refer to.

D2) There is no CBO at this time in P.S. 102. Last year, our CBO was Healthy Schools, Healthy Families.

D3) The parent coordinator has an Open Door Policy where forms, surveys, and letters can be dropped off. She uses her own parent survey form to determine the optimal time for meetings, and which day of the week parents are available, and which are more convenient. Her survey form asks parents to list their hobbies and interests, and to let her know what questions or information are needed. She then develops workshops that reflect the results of this survey.

D4) Ms Esquilin works closely with teachers, staff and parents to facilitate any concern or issue that may arise during the school day or at a parent-teacher meeting. The goal of her activities is to engage parents (including the parents ELLs) in their children's education. This year she plans to give a workshop on the CORE Curriculum and another workshop on ARIS (to enable parents to check attendance, and progress reports). Parents with no access to a computer can view DOE videos in her office or during workshop sessions. Ms Esquilin is the school liaison for the District Familyh Office.

## E. 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.

None at this time

## Part VI: LAP Assurances

**School Name: P.S. 102****School DBN: 04M102****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Craig Pinckney-Lowe	Principal		11/15/13
Jacqueline Wilson	Assistant Principal		11/15/13
Yvonne Esquilin	Parent Coordinator		11/15/13
Yolanda Rivero	ESL Teacher		11/15/13
Sandra Puch	Parent		11/15/13
SETSS- Michele O'Neal	Teacher/Subject Area		11/15/13
3 <sup>rd</sup> . gr. - Dawn Pimentel	Teacher/Subject Area		11/15/13
ELA - Mary Kreloff	Coach		11/15/13
Math - Haydee Tavarez	Coach		11/15/13
Patricia Foley	Guidance Counselor		11/15/13
Elmer Myers	Network Leader		11/15/13
Aleathia Saunders	Other <u>AIS Math</u>		11/15/13
Lisa Rivers	Other <u>Speech</u>		11/15/13
	Other		11/15/13
	Other		11/15/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 04M102 School Name: Jacques Cartier School - P.S. 102

Cluster: 6 Network: 607

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

### **Part A: Needs Assessment Findings**

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

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

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

The Parent Coordinator along with the ESL teacher will determine and identify, at the point of registration and in accordance with the HLIS form, which parents are in need of translation and oral interpretation. Those parents will be provided with the alternate language form (there are 7 available language forms from the DOE). At our school, our language needs are in Spanish, French, Arabic, Chinese, and Bengali.

## Part B: Strategies and Activities

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

The in-house bilingual Parent Coordinator, ESL teacher, and the IEP teacher will translate (into SPanish), in writing, all school documents in a timely fashion, on a needs basis. the following items will be written in English as well as in Spanish: newsletters, all PTA announcements, parent letters, monthly calendars, and the school brochure. We will use parent volunteers for the other languages.

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 HLIS Survey and the blue emergency card will be used as indicators to determine the home language of the family so that appropriate written translation and oral interpretation for school events such as: school notices, report cards, assembly programs, workshops, parent teacher conferences and meetings can be distributed throughout the school year. The IEP teacher, Esl teacher, PTA Board members, and the Parent Coordinator will assist in the Spanish translation. Our school is located in the East Harlem community (el Barrio) where Spanish is the prevalent second language spoken after English.

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: 04M102-Jacques Cartier School

DBN: 04M102

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

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

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

Before school

After school

Saturday academy

Other: Technology Program

Total # of ELLs to be served: 40

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

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 3

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

School Building Instructional Program/Professional Development Overview

Title III - The ELA & Math After-School Program

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development Program

Staff Development (2012-2013 activities):

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

## Part C: Professional Development

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

### Schoolwide Professional Development

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

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

## Part D: Parental Engagement Activities

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

### The ESL Parental Technology Program

#### Introduction of the ESL Parental Technology Program

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

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

## Part D: Parental Engagement Activities

communication skills.

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

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

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

### 2. Description of The ESL Parental Technology Program

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

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

Target Group/Population:

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

Program Objectives:

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

#### Part D: Parental Engagement Activities

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

#### Themes of Study:

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

#### Materials:

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

#### Language:

- English & Spanish

## Part D: Parental Engagement Activities

### Methods:

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

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

### Lessons & Skills:

- Improve Communication Skills with Teachers and in the Community

#### Technology – Improving Technology Skills

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

### Part D: Parental Engagement Activities

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

#### Essential Questions:

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

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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