



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE SCHOOL IN THE GARDENS  
**DBN (i.e. 01M001):** 28Q101  
**Principal:** MONIQUE LOPEZ-PANIAGUA  
**Principal Email:** MLOPEZ69@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BEVERLY FOLKES-BRYANT  
**Network Leader:** DANIELLE GIUNTA

**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
Monique Lopez-Paniagua	*Principal or Designee	
Rhonda Corin	*UFT Chapter Leader or Designee	
Soumaly King	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Lauren Buerger	Member/ Parent	
Matt Gross	Member/ Parent	
Laurie Kaufman	Member/ Parent	
Ann Kittredge	Member/ Parent	
Marcia Parness	Member/ Parent	
Marybeth Grimpel	Member/ Teacher	
Matthew Schneider	Member/ Teacher	
Marylou Steincke	Member/ Teacher	
Danielle Carter	Member/ Teacher	
	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, students (K-6) will show a 5% increase for students who score proficient or above in mathematical achievement as evidenced by Go Math post-test and Statewide 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 number of proficient students in mathematics dropped 12% from the 2012 Math State Test to the 2013 Math State Test. Therefore, The following pre and posttest will be administered to the following subgroups:

Students in grades K-2 will show an increase in student achievement as evidenced by the pre and post assessments for Go Math.

Students in grade 3 will show an increase in student achievement as evidenced by the performance assessment math baseline and the Math State test.

Students in grades 4-6 will show an increase in student achievement as evidenced by the student growth from the 2013 statewide math assessment.

### **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. All teachers will participate in professional growth practices that shift instructional strategies
2. Monitor the pre-test and post-test from Go Math throughout the year.
3. Conduct an itemized analysis from the 2012-2013 state Math test.

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

1. All teachers, administrators and lead teachers.
2. All classroom teachers and administrators.
3. Data specialist and classroom teachers.

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

1. Instructional cabinet meetings are held with the three administrators a minimum of twice a month. The first item on the agenda is to discuss the observations of teachers. Further professional development activities are developed based on the findings.
2. Extended Instructional cabinet (Administrators and lead teachers) will monitor and analyze pretest and posttest growth throughout the year. Professional development and other supports will be provided based on the findings.
3. Teachers will be given the itemized analysis to focus their small group instruction.

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

1. Monitor the observations using Teachboost and ADVANCE through monthly cycles.
2. Monitor results of Go Math pre and posttest a minimum of three times a year between October 2013 to May 2014.
3. Teachers were provided the itemized analysis for the Math State Test on Election Day, November 4, 2013 and instruction has been targeted accordingly.

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

1. Teachboost will be purchased and utilized by administrators. One laptop will be purchased to conduct observations.
2. Purchase Go Math through core curriculum. Purchase Go Math for sixth grade from school OTPS budget.
3. Per session for the Lead teachers and Data specialist.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will engage parents in support of their child's education by providing parent workshops for Go Math and ARIS. The School Leadership Team will form a subcommittee on engaging parents. The school will share information with parents about the school's educational programs through a principal letter, the school website and monthly teacher newsletters. Lastly, the school will share the individual students' itemized analysis from the State Math Test through ARIS. The parent coordinator will conduct a workshop for parents on how to navigate ARIS and locate the itemized analysis. The classroom teachers will inform parents of their child's post Go Math test results for each unit of study. The classroom teachers will also provide information on how to navigate the Go Math online resources.

**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	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Core Curriculum  
 Per Session for the Lead Math Teachers to provide support and professional development.  
 Per Session for Extended Instructional Cabinet Meetings  
 Per Session for Data Specialist  
 Math Network Support from math specialist  
 Math Network Lead Teacher Meetings  
 Circular 6 once a week to analyze the data  
 Common preps for classroom teachers to plan together

**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, K-6 will show a 5% increase for students who score proficient or above in English Language Arts achievement as evidenced by Running Records and the ELA state 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 number of proficient students in ELA dropped 12% from the 2012 ELA State Test to the 2013 ELA State Test. Therefore, the following assessments will be implemented for the following subgroups:

Students in grades K-3 will show an increase in student achievement as evidenced by the Teachers College Running Records.

Students in grades 4-6 will show an increase in student achievement as evidenced by the student growth from the 2013 statewide ELA assessment.

**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. All teachers will participate in professional growth practices that shift instructional strategies.

<ol style="list-style-type: none"> <li>Monitor the Running Records and Performance assessments throughout the year.</li> <li>Conduct an itemized analysis from the 2012-2013 state ELA test.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>All teachers, administrators, Teachers College and lead teachers and Data Specialist.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Instructional cabinet meetings are held with the three administrators a minimum of twice a month. The first item on the agenda is to discuss the observations of teachers. Further professional development activities are developed based on the findings.</li> <li>Extended Instructional cabinet (Administrators and lead teachers) will monitor and analyze the Teachers College Running Records and Performance Assessments throughout the year. Professional development and other supports will be provided based on the findings.</li> <li>Teachers will be given the itemized analysis to focus their small group instruction.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Monitor the observations using Teachboost and ADVANCE through monthly cycles.</li> <li>Monitor results of Teachers College Running Records four times a year between September 2013 to May 2014.</li> <li>Teachers were provided the itemized analysis for the ELA State Test on Election Day, November 4, 2013 and instruction has been targeted accordingly.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Teachboost will be purchased and utilized by administrators. One laptop will be purchased to conduct observations.</li> <li>Purchase Teachers College Curriculum and Professional Development with OTPS budget.</li> <li>Per session for the Lead teachers and Data specialist.</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will engage parents in support of their child's education by providing parent workshops for Literacy (Teachers' College) and ARIS. The School Leadership Team will form a subcommittee on engaging parents. They will develop and conduct *Literacy* workshops. The school will share information with parents about the school's educational programs through a principal letter, the school website and monthly teacher newsletters. Lastly, the school will share the individual students' itemized analysis from the State ELA Test through ARIS. The parent coordinator will conduct a workshop for parents on how to navigate ARIS and locate the itemized analysis. The classroom teachers will inform parents of their child's Teachers College Running Records four times a year and Published Writing results for each unit of study. Parents will be invited to workshops at Teachers' College.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
NYSTL OTPS – Teachers' College Curriculum and Professional Development Package Per Session for the Lead ELA Teachers to provide support and professional development. Per Session for Extended Instructional Cabinet Meetings Per Session for Data Specialist Pier Diem - Teachers' College Calendar Days for Teachers and Principal Free - Teachers' College Workshop Days for Parents OTPS - Leveled Literacy Intervention by Fountas and Pinnell Circular 6 to analyze the data Common Preps for classroom teachers to plan together.										

**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, 100% of students, (General education, IEP and ELL) will produce products through the integration of technology into classroom practices as evidenced by school-wide technology menu.

**Comprehensive Needs Assessment**

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

According to the parent interview for the Quality Review 2013, the integration of technology is the upmost concern of the parent community. Based on school leader observations, the integration of technology was not equally provided for all students in the 2012-2013 school year. Furthermore, there are Smart Boards, laptops and iPads throughout the school and many were not being utilized by all the classroom teachers. Therefore, school leaders determined that the integration of technology would be a school-wide goal for the 2013-2014 school year. Lastly, due to budgetary constraints, the technology cluster was eliminated.

**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. Develop a plan for what students will produce in each grade and develop a rubric for technology.
2. Teachers will be provided with all of the Go Math lessons for their Smart boards.
3. iPads will be utilized by for all 5<sup>th</sup> and 6<sup>th</sup> grade students.
4. Every class will be scheduled to visit the Media Center to work on computer skills on a weekly basis.
5. Laptops are in many classrooms to be utilized during instruction time by the students.

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

1. School Leadership Team, Administrators and all teachers.
2. School Leadership Team, Administrators and all teachers.
3. Parent Association funding, administrators, CUNY Intern, Classroom teachers.
4. Classroom Teachers and the administrators.
5. Classroom Teachers.

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

1. Classroom Teachers will grade appropriate proficiency based on the menu in March & June.
2. Classroom Teachers will conduct Go Math lessons daily and administrators will monitor through observations.
3. 5<sup>th</sup> and 6<sup>th</sup> grade classroom teachers developed the plan and are monitoring the progress. Administrators will also monitor the progress.
4. Classes will visit the Media Center according to the Media Center visitation schedule.
5. Classes will integrate the use of laptops/tablets into their instructional practices. Administrators will monitor the use of laptops/tablets through observations in grades 2-6.

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

1. Menu and Rubric will be developed by February to be used for the March report cards.
2. Go Math Smartboard lessons began in October 2013.
3. 6<sup>th</sup> grade students began utilizing the iPads during instructional time in October 2013. 5<sup>th</sup> grade students began utilizing the iPads during instructional time in January 2014.
4. Classes started visiting the Media Center voluntarily from September. As of November, classes were mandated to follow the Media Center Schedule.
5. To be determined by the classroom teachers.

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

1. School Leadership Team stipend.
2. Math lead teacher per session to set up access to the Go Math Smart Board lessons for all teachers.
3. Parent Association Funding, CUNY Intern, OTPS supplies.
4. CUNY Intern maintains the Media Center.
5. OTPS supplies.

### **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).

School Leadership Team will develop the plan for what each grade will produce using technology. The School Leadership Team will also develop the menu & rubrics for teachers to use. Parent Association purchased the iPads for all of the fifth grade students.

### **Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
----------	-----------------	-----------------	------------------	------------------	------------------	---------------

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

CUNY Intern  
NYSTL  
Parent Association purchased the iPads for all of the fifth grade students.

### **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.

#### **Annual Goal #4**

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

By June 2014, member of the school community will report an increase of Positive Actions that they experienced and/or witnessed an increase in the positive actions that they performed within the school community as evidenced by mid-year and end of year Positive Action surveys.

#### **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.

Based on feedback from school community members and Based on the NYC Survey, the school scored 7.7 on the School Safety and Respect category in 2011-2012, the Parent Association purchased the social emotional curriculum "Positive Action" to be implemented in the 2013-2014 school year.

According to the 2012-2013 School Survey, the school scored 7.7 again for the Safety and Respect category. Therefore, two surveys will be given to student to monitor the effectiveness of the social emotional program.

#### **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. Teachers will conduct an average of three Positive Action lesson per week with monthly participation by parents.
2. Surveys will be given to members of the school community and students.
3. Positive Action assemblies throughout the school year.

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

1. Classroom Teachers and Guidance Counselor.
2. Classroom Teachers, Students, Positive Action Leaders, School Leadership Team and Administrators.
3. Classroom Teachers, Guidance Counselor and Positive Action Leaders.

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

1. Classroom Teachers conduct the lesson and monitor the Positive Actions in their classrooms through observations.
2. Scale surveys will be developed by the School Leadership Team and given and analyzed in February and in June 2014.
3. N/A

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

1. Lessons began the first week of school and will end the last day of school. Teachers follow a pacing calendar for the units of study.
2. The scale surveys will be given twice during the school year.

3. Assemblies will run from October 2013 through June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent Association Funding.
  2. School Leadership Team Stipend and Data Specialist per session.
  3. N/A.

**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).

Parents will be invited into the classroom one Friday morning per month to participate in a Positive Action lesson. Parent Association funded the entire program. The School Leadership Team will develop the surveys for the school community.

**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	Title IA	Title IIA	Title III	Set Aside	Grants

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

Guidance Counselor  
Parent Association funded the entire program.

**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.

X	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>	Leveled Literacy Intervention Foundations Performance Assessment Rubric Guided Reading Strategy Lessons ELA Itemized Analysis Student Goals for Reading and Writing	Small group One to one	Extended Day During the school day
<b>Mathematics</b>	Grab and Go from Go Math Performance Assessment Rubric Strategy Lessons Math State Test Itemized Analysis Pretest for Go Math "Share and Show" from Go Math	Small group One to one	Extended Day During the school day
<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>	Positive Action lesson provided by the Guidance Counselor  Psychologist	Small group One to one  One to one	During the School Day

**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>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X 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.

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**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.

---

**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;
- providing instruction aligned to a social emotional curriculum.

*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;
- Three focus group meetings between the parents and the principal around focused topics throughout the year.
- Ongoing assessment results will be sent to the parents through Skedula.
- Initial Kindergarten report card sent home in November
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- information sent via email, Constant Contact and Website.
- involving parents in the planning process to review, evaluate and improve the existing 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;
- Ongoing workshops for parents around the curriculums throughout the year.
- Once a month parents are invited to participate a lesson for the social emotional curriculum.

*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 participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Recess volunteers, class parents and volunteers, instructional workshops for parents.

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

## **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 serve to the extent possible on advisory groups, e.g., 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>28</b>	Borough <b>Queens</b>	School Number <b>101</b>
School Name <b>School in the Gardens</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>Monique Paniagua</b>	Assistant Principal <b>Irtis Gonzalez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Michelle Rao</b>	Guidance Counselor <b>Stacey Katz</b>
Teacher/Subject Area <b>Denise Hyman</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Joanne Lavelli</b>	Parent Coordinator <b>Randy St. Germain</b>
Related Service Provider <b>type here</b>	Other <b>Laura Fahey</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Giuvella Leisengang</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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>594</b>	Total number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>5.39%</b>
--	------------	----------------------	-----------	---	--------------

## 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2		2	1	2							11
Push-In				1										1
<b>Total</b>	2	2	2	1	2	1	2	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	26	0	1	6	0	2	0	0	0	32
Total	26	0	1	6	0	2	0	0	0	32

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	1	1			3		1							6
Chinese	2	3	1	1	1									8
Russian	1													1
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian	1	2	1											4
Other	1	2	1	2	2	3								11
<b>TOTAL</b>	6	8	4	3	6	4	1	0	0	0	0	0	0	32

## 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	0	0	0	0	1								3

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)	6	1	0	2	0	0								9
Advanced (A)	5	1	3	4	3	1								17
Total	13	2	3	6	3	2	0	0	0	0	0	0	0	29

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	4	1	2		7
4	1	2			3
5	1	2	2		5
6	2	1			3
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	1	1	0	0	1	2	1	1	7
4	1	0	0	1	1	0	0	0	3
5	0	2	0	2	0	0	2	0	6
6	1	0	2	0	0	0	0	0	3
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					3				3
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

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

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

The data patterns across proficiency levels and grades reveal that the reading and writing scores were lower than the students listening and speaking scores on the 2013 NYSESLAT. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas.

In the Spring of 2013, eighteen ELL students took the English Language Arts Exam. Eight of those students scored a level 1. Six of the students scored a level 2. Four of the students scored a level 3. An After-school Title III program is offered to students who need additional instruction to improve literacy skills. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks. Instruction decisions are adjusted to focus on reading and writing skills to help them succeed. The Extended Day Program and Saturday Test Prep Academy are provided to meet the needs of all students who require additional assistance to meet the standards in Math and English.

In Spring 2013, nineteen ELL students in grades 3-6 took the Math state test. Six scored a level 1, five students scored a level 2, four student scored a level 3, and four students scored a level 4. Math instruction is provided in English using ESL strategies and methodology. Bilingual glossaries are available for the students to use. Supplementary math instruction is provided during afterschool and Saturday supplementary programs. ELL Math Assessments are used to create small group instruction, to differentiate instruction and to hit target goals. They are also used for parent communication. Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with their classroom teachers, peer tutoring, AIS, and testing accommodations for an additional two years.

### RTI

The ELL students have various native languages including: Spanish, Chinese, French, Italian, Japanese, Armenian, Albanian, Indonesian, and Arabic. Their native languages are valued in our school. Several teachers in our school speak other languages and

are able to translate to the student if needed. The children use their native languages to communicate to each other during the school day. The school has a translation policy where we can hire people from agencies to come in and translate at parent/teacher conferences, parent workshops and PA meetings. City and state tests are translated into a variety of native languages and offered to the ELL students.

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

## 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](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.
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.  The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. Initial screening, administering the HLIS, LAB-R, and the formal initial assessment is conducted by a licensed ESL teacher within ten days of enrollment. In addition, the Spanish LAB is administered to Spanish-speaking students who don't pass the LAB-r. The Spanish LAB is administered by the Network ELL Specialist who is a native Spanish speaker.  
The Home Language Survey is completed by the parent or guardian in the native language, with assistance of a translator, if needed. Bilingual staff include:  
Mr. Sansaricq-French  
Mrs. Shimonova- paraprofessional, Russian  
Mrs. Ippolito-Portuguese  
Mrs. Wand- occupational therapy teacher, Hebrew  
Mrs. Goldberg- teacher, Hebrew, Spanish  
Mr. Sumrajit- teacher, Spanish, Russian  
Mrs. Sawicki-German

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

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

After reviewing the Program Selection Forms and Parent Surveys, the ESL teacher follows up with the parents who requested either the TBE or DL Programs. If parents do want a TBE or DL Program, all relevant information will be emailed to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov), which will inform the school of any available seat in the desired program, preferably within the district.

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

2013-2014 Program Selection Forms and Parent Surveys were reviewed and 67% of ELL parents selected the ESL program as their first choice, 22% selected the TBE program and 11% selected the DL program. P.S. 101 offers an ESL program. This program is aligned with what most parents requested.

A pedagogue is in the office when the parents fill out the HLIS form. The translation unit is called if the parent needs information translated into their native language. The child is then interviewed by a pedagogue before the Otele code is entered into the system.

All students in the ELL program are administered the four subtests of the NYSESLAT each Spring until they score proficient. The RLER is printed out to ensure all eligible students are tested.

During the month of September, continued entitlement letters are distributed in sealed envelopes to all ELLs who did not pass the 2013 NYSESLAT. Envelopes are sent home in students' backpacks. Students who passed the NYSESLAT receive the non-entitlement letter following the procedure described above.

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

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

## Part V: ELL Programming

### 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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).
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?
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?

Our ESL program organizational model for grades K-6 is a combination Push-In and Pull Out model. Our ESL program features students of heterogeneous or mixed proficiency levels in each class. As determined by the Lab-R and NYSESLAT testing results

and state mandates, there are currently 5 beginner students, 9 intermediate students and 18 advanced students. The beginning and intermediate students are serviced 8 periods a week for a total of 360 minutes. The advanced students receive 5 periods a week of ESL instruction for a total of 225 minutes. They also receive 180 minutes per week of ELA instruction.

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

--	--	--	--	--

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
18. What language electives are offered to ELLs?
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)?

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

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

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

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

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

Every classroom has a large multicultural library of fiction and non-fiction books. Additionally, Kindergarten and first grade use the Foundations Program, second and third grade use Words Their Way grammar program, fourth, fifth and sixth graders use Powerful vocabulary grammar program, all grades use a balanced literacy program specifically designed for ELLs. Kindergarten through sixth grade

use McGraw Hill MacMillan "Math Connects". Computer programs available for our ELLs include: Reading Eggs, Sammy's Science House, Bailey's Book House, Starfall, Weekly Reader Connect, and Discovery Education.

Addison-Wesley ESL books (levels A through E) are used in the ESL room. Picture Dictionaries by Harcourt Brace and The New Oxford Picture Dictionaries are available in English as well as Russian and Chinese.

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

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

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

## C. 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.

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

Teachers of ELLs participate in network-wide PD presented by Maryann Cucchiara in order to build strong language and literacy skills for the CCLS. In addition, teachers attend in-house PD presented by the school administration on various CCLS related topics.

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

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

Calendar of PD days and topics include:

Monthly ESL Articulation Meetings

September - "Reviewing NYSESLAT scores and ELL Placement"

October - "Building Academic Vocabulary"-

November - "Drilling Down ELL students' ELA and Math results"

January - "Using Technology with ELLs"

February- "Test Prep Skills for ELLs"

March - "Thinking Maps for ELLs"

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

To meet the minimum 7.5 hours of ELL training for all staff as per Jose P., administration will work with the ESL teacher and CFN network staff to coordinate ELL Professional Development for the 2013-2015 school year. ELL Professional Development will take place during the designated Chancellor's Conference Days, faculty and grade conferences, monthly ESL articulation meetings and outside conferences and workshops provided by the Office of English Language Learners, BETAC, and Children First 207 Network. Professional development sessions will be facilitated by administrators, ESL teacher, Children First network specialists and outside professional development providers.

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

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

## 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?

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

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

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages were needed for document translations.

Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation.

Translation is needed in Chinese, Spanish, Arabic, Indonesian, Armenian, Albanian, Japanese, Italian, and French.

The school will provide materials and training to enable parents to work with children to support their academic achievement.

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

## 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.

## Part VI: LAP Assurances

**School Name: School in the Gardens**

**School DBN: 28Q101**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Paniagua	Principal		10/31/13
Irtis Gonzalez	Assistant Principal		10/31/13
Randy St. Germain	Parent Coordinator		10/31/13
Michelle Rao	ESL Teacher		10/31/13
	Parent		
Denise Hyman	Teacher/Subject Area		10/31/13
Joann Lavelli	Teacher/Subject Area		10/31/13
	Coach		
	Coach		
Stacey Katz	Guidance Counselor		10/31/13
	Network Leader		
Giuvella Leisengang	Other <u>Network Specialist</u>		10/31/13
	Other		
	Other		
	Other		

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

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

DBN: 28Q101 School Name: School in the Gardens

Cluster: 2 Network: 207

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

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

---

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

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

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

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

After summarizing the RAPL report, the major findings reveal that our adult preferred languages for written translation and oral interpretation are: Chinese, Spanish, Russian and Japanese. The Parent Coordinator will request written translated versions of documents from the Office of Translation and Interpretation Unit for distribution to the entire school. Signs & Posters indicating "Interpretation Services Available" are posted at the main security desk and the main office. In addition signs for "over-the-phone interpretation services" are available at the main security desk and the main office for use by school staff. The school can provide in-house translation in Russian, Spanish, Hebrew, Portuguese, German and French. In the event that additional languages are needed, the school will utilize the over-the-phone interpretation services. The

school will use over-the-phone interpretation services when necessary to communicate with parents for individual parent/teacher conferences on an on-going basis. Translated documents are provided at registration. Translated Report Cards will be provided and sent home.

## **Part B: Strategies and Activities**

---

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

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

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

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

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

Every parent must complete a Home Language Identification Survey (HLIS) upon enrollment of their child. This survey will be used to identify the languages needed for notification. Language assistance will be provided through translation and interpretation from English to the necessary language. A notice will be placed at the main entrance and in the main office; translations are available upon request. Translated documents are available at registration. ESL parent orientation meetings are provided in September by the ESL teacher in the necessary languages for students identified for parents of students identified as ELL's upon entrance to our school based on the LAB-R examination. Letters are sent home at the beginning of the year informing parents of their right to translation and interpretation services. Over-the-phone- translation services are made available to all staff members. The phone number is prominently displayed at the main entrance and in the main office. In house translation is available in the 3 major languages identified on the RAPL report; Chinese, Spanish and Russian.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

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

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

### Part C: Professional Development

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

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

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

October - Analyzing NYSESLAT scores and Calcsoda reports

November- Adapting Thinking Maps for ELLs

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

**Part C: Professional Development**

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

February - Building Academic Vocabulary through Read Alouds

March - Test Sophistication Skills for ELLs

April - Differentating Performance Tasks for ELLs

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$7,327.48	Title III After School Program  1 ESL Teacher and 1 Common Branch teacher will be paid per-session rate for 30 weeks (2 sessions a week for 1 1/2 hours each) @ \$50.19 per hour = \$4,517.10  Saturday Academy

**Part E: Budget**

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

Allocation Amount: \$11200

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

