



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 102Q
DBN (i.e. 01M001): 24Q102
Principal: ANTHONY PISACANO
Principal Email: APISACA@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
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
Anthony Pisacano	*Principal or Designee	
Sharon DelVecchio	*UFT Chapter Leader or Designee	
Ramona Toledo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mary ODonnell	Member/ SLT Chairperson /Teacher	
Jessica Beltran	Member/ Teacher	
Katherine Vicario	Member/ Teacher	
Lauren Murphy	Member/ Parent	
Maria Enaboifo	Member/ Parent	
Sandy Halaka	Member/ Parent	
Claudia Zapata	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 attending Extended Day, will have focused on academic vocabulary development and will show an increase of 22% in academic vocabulary comprehension and usage as measured by the I-Ready school based assessment program's vocabulary indicator.

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.

Through the examination of student work and classroom conversations, as well as, an evaluation of NYS test data, it was noted that students were not using academic vocabulary. Additionally, results for our baseline assessment from iReady indicated that students were struggling with comprehension of academic vocabulary.

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. We will require students to verbally paraphrase CCLS aligned texts to ensure their comprehension of academic vocabulary imbedded within a text.
2. We will provide students with opportunities to utilize academic vocabulary in class discussions and writing tasks.
3. Students will use Wordly Wise during Early Morning and/or After School to develop vocabulary
4. Students will develop sentences in which vocabulary words are used in the correct context
5. Students will do iReady lessons both in school and at home that relate to vocabulary and comprehension

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

1. Classroom teachers, Academic Intervention staff, SETTS staff and ESL staff will be involved in this work. We will be utilizing materials from iReady, ReadyGen, CodeX, My Math and Wordly Wise to develop academic vocabulary.

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

1. Once a month teachers will meet in inquiry teams to review checklists and iReady data to evaluate the efficacy of this work

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

1. This work will begin in September 2013 and will conclude at the end of June 2014

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

1. Create grade-level checklists to track vocabulary usage in discussion and writing
2. Create grade-level student self-assessments to track vocabulary usage
3. iReady on-line assessment
4. Grade level and vertical inquiry teams will review data
5. Daily kid-watching
6. Brain POP

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 provided with materials and training to work with the children at home to improve vocabulary. Monthly newsletters will indicate grade and subject specific vocabulary that will be highlighted each month. Our parent coordinator will invite Coaches and teachers to present at-home strategy workshops at her weekly parenting workshops.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 21% of our lowest third math students will use productive struggle in order to better comprehend grade level concepts to increase their ability to explain the processes they used to develop their answers, as evidenced by the “Problem Solving Friday” tasks and Math exemplars.

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.

Student work and assessments demonstrated a lack of development of descriptions of the process used in solving problems. Students in our lowest third tended to rely on others when presenting solutions in and to groups.

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. Tasks and Exemplars will be aligned with grade level CCLS to ensure rigor
2. Develop a set of coherent Problem Solving Friday focusing activities for all grade levels
3. Students will choose specific Thinking Maps to organize procedural steps used to solve Mathematical problems

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

1. Classroom teachers, Academic Intervention staff, SETTS staff and ESL staff will be involved in this work. We will use Exemplar Math tasks and rubrics, New York City Performance tasks, My Math and Math Connects problem solving activities

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

1. Once a month teachers will meet in inquiry groups to discuss student work and findings as based on rubrics scores

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

1. This work will take place on Fridays from September 2013 to June of 2014

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

1. Use Exemplars Math rubrics to score tasks
2. Incorporate student self-assessment and peer assessment in Problem solving Friday activities
3. Use of Thinking Maps
4. iREady

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 provided with materials and training to work with the children at home to solve and explain mathematical problems. Monthly newsletters will indicate grade math concepts that will be worked on and provide websites to access for assistance. Our parent coordinator will invite our Math Coach and teachers to present at-home strategy workshops at her weekly parenting workshops. Parents will be provided with timely information regarding performance on tasks and their children’s future goals.

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.						

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, 13% of our lowest third ELA students will incorporate text-based evidence in oral and written responses to justify their reasoning when presenting their findings, as evidenced in classroom discussions and end-of-unit performance assessments.

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 Common Core Learning Standards call for students to develop opinions and justifications for their thinking and an analysis of students test data and classroom discussion indicates that our students are not citing text evidence in oral and written responses

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. Use of discussion prompts aligned to Common core materials to drive both conversations and student writing
2. Implementation of Common Core Based ELA programs – Ready Gen and Code X
3. Implementation of Socratic Seminars in Grades 6-8 during novel studies
4. Implementation of Reciprocal Teaching in Grades 3-5
5. Development of self-assessment checklists to assist in the creation and revision of student goals

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

1. Classroom teachers, Academic Intervention staff, SETTS staff and ESL staff will be involved in this work. We will use student work in ELA as a basis for review

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

1. A performance task will be administered at the end of each ELA module. Teachers will assess students' progress and modify future lesson and task based on the results.

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

1. This work will begin in September 2013 and be completed by June of 2014

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

1. Development of rubrics and checklists to monitor inclusion of text evidence in discussions and student writing
2. Analysis of student work by staff to monitor use of text evidence
3. Use of student self-assessment to revise goals
4. Use of Ready Gen and CodeX performance tasks
5. Achieve 3000
6. iREady

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 provided with materials and training to work with the children at home. Network Support Specialists will be invited to provide parents with information an training needed to effectively support their children. Parents will be provided with timely information regarding performance on tasks and their children's future goals.

Budget and Resource Alignment

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

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

Goal and Action Plan #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, 43% of our newly admitted ELL Kindergarten students will have built the verbal capacity to answer simple questions and describe scenes as evidenced by classroom discussions and performance indicators.

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.

An analysis of students work, class discussions, LAB-R and NYSESLAT data indicated that our Kindergarten students struggle with acquisition of vocabulary and rules of grammar

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. Provide students with the opportunity to practice using speaking skills on a daily basis
2. Support the development of oral language through Morning Meeting
3. Students will follow simple steps and then describe the steps they took orally
4. Students will recite simple poems and rhymes

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

1. ESL support staff, classroom teachers

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

1. ESL staff will meet every other month with classroom teachers on a common prep to evaluate student's progress and possible modifications to instruction

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

1. This work will begin in September 2013 and conclude in June of 2014

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

1. Differentiated small group instruction provided by both classroom and ESL teachers
2. Use of picture cards, photo library
3. Introduce rhyme of the week
4. Add a How-To center into literacy center activities
5. Modification of ReagyGen curriculum
6. Achieve 3000
7. Brain POP ESL

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).

Materials and training will be provided to parents by our ESL teachers and Parent Coordinator at workshops. Parents will also be given information pertaining to computer based programs that can be utilized in the home to increase verbal capacity and will be invited to meeting to discuss their children's progress towards this goal

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, our SWD population will be able to spend 35% more time on task when engaging with grade level content and material as evidenced by teacher observation, completion of assignments and performance tasks and/or assessments.

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.

Observations of students as they work both in class and in testing situations assisted us in determining that they need to increase stamina

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. Provide students with a timer to monitor time on task
2. Increase back-ground knowledge of specific topic as they relate to ELA curriculum to ensure accessibility to grade level materials
3. Gradually increase time limits on completion of tasks
4. Develop verbal/physical prompt to redirect students
5. Students will self-monitor and record time on tasks to develop stamina

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

1. Special education teachers, and push-in support specialist

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

1. Teams will meet to evaluate student progress based on observations and students work samples once time each month

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

1. This work will begin in September 2013 and conclude in June of 2014

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

1. Purchase timers
Develop entry points based on curriculum needs
Breakdown performance tasks into smaller tasks
Create student self-monitor sheets
Develop timetable for gradual incremental increases in time on task expectations

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 of Special Education students will be provided with materials outlining specific activities that can be done at home to develop their children's ability to stay engaged for longer periods of time. They will also be invited to workshops given by our Parent Coordinator, teachers and Network support staff .

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

NYS STVP – software voucher

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, strategy lessons, Recipe for Reading, iREady, differentiated entry points. Level literacy, Foundations	Small group instruction One-to-one conferences,	Early Morning, during the school day and/or After School
Mathematics	iREady, small group instruction,	Small group instruction, independent work, one-to-one conferences	Early morning, during the day and/or after school
Science	Lab practical experiments, curriculum compacting, content reading	Small group instruction	After school and during the day
Social Studies	Reading and writing as incorporated by ELA curriculums, and grade level state requirement	Small group and individual instruction	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation, counselling, assembly programs	Group and/or individual	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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

At present all of our teachers are Highly Qualified. All possess the licenses required for their particular positions. Once a teacher is hired they receive in-house professional development on specific pedagogical practices employed at 102 from our literacy and math coaches. New teachers are assigned a mentor teacher in their discipline/license area. We currently recruit teacher who hold multiple certification across grades and content areas. Our teachers participate in various schools committees, such as, ELA committee. They are also involved in a weekly study groups to develop and improve their pedagogical practices through readings professional discourse. Teacher's turn-key and model best practices gleaned from the academic readings and conversations.

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).

Literacy and math coaches attend monthly lead instructor session at the network level. Other staff members attend other network professional development offerings both off and on site. When a professional development session takes place off site, those who attended turn-key information/practices gleaned to staff members either during monthly grade meetings, after school professional development sessions or inquiry meetings. Staff members are encouraged to attend professional development sessions, read professional articles and engage in professional conversations during professional periods as well as, during their off hours. To that end, all staff maintains a professional development log that is reviewed periodically with administration.

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.).

We provide parents with access to programs such as; the Child abuse Prevention program, Western Queens Consultation Center, Queens Family Assessment program, Coalition of Hispanic Families and New York Asians Women's Center. Additionally, we provide students in Temporary housing with needed supplies.

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.).

Incoming Kindergarten students and their parents are invited to attend a workshop to familiarize them with the instructional programs, support services, policy and procedures for our school in June of each year. Students requiring ESL screening are invited in to take the LAB-R to provide us with information for placement.

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.

iReady was chosen as a school-wide measure in lieu of period assessments. An evaluation of data from iREady, end of unit tasks from Ready Gen and Code-X, along with results for NYS assesment, is done by classroom teachers and is used to inform decisions for formation of small groups, RTI groups, and Early Morning and After school programs.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

P. S./I.S. 102 Queens

55-24 Van Horn Street

Elmhurst, NY 11373

Anthony Pisacano

Principal

Michele Dzwonek

George Carter

Matthew Borelli

Assistant Principal

Assistant Principal

Assistant Principal, IA

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 102
School Name P.S./I.S. 102		

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 Anthony Pisacano	Assistant Principal George Carter
Coach Laurie Duke	Coach Tracy Jenal
ESL Teacher Cara Ciatto	Guidance Counselor Alison Arduini
Teacher/Subject Area Kristen Cook/ ESL Teacher	Parent
Teacher/Subject Area Chi Yeon Kim/ESL Teacher	Parent Coordinator Arelis Hernandez-Dilone
Related Service Provider type here	Other Jessica Beltran/AIS/Data
Network Leader(Only if working with the LAP team)	Other

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	7
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1243	Total number of ELLs	198	ELLs as share of total student population (%)	15.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	8	6	7	5	7	4	3	3	4					47
SELECT ONE														0
Total	8	6	7	5	7	4	3	3	4	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	218	Newcomers (ELLs receiving service 0-3 years)	175	ELL Students with Disabilities	26
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	12

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	175		6	31		14	12		6	218
Total	175	0	6	31	0	14	12	0	6	218

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	23	8	11	5	10	1	1	1					64
Chinese	39	18	6	15	10	6	7	2	3					106
Russian	1													1
Bengali	1	1		1		2	1							6
Urdu	1	1	1		1		1	1						6
Arabic				1		1								2
Haitian														0
French														0
Korean			1											1
Punjabi														0
Polish		1												1
Albanian					1									1
Other	5	8	7	3	4	2		1						30
TOTAL	51	52	23	31	21	21	10	5	4	0	0	0	0	218

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	2	1	3	4	2	2	1	1					18
Intermediate(I)	10	7	6	3	5	5	3	1	1					41
Advanced (A)	24	16	7	10	5	12	2	3	1					80
Total	36	25	14	16	14	19	7	5	3	0	0	0	0	139

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	14	9	6	0	29
4	9	6	1	0	16
5	17	3	0	0	20
6	11	1	0	0	12
7	4	0	0	0	4
8	3	1	0	0	4
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	1	10	0	6	1	1	0	31
4	5	0	8	0	2	3	0	2	20
5	14	0	4	1	2	1	0	0	22
6	5	0	1	2	1	1	0	2	12
7	2	0	0	1	0	1	0	1	5
8	0	0	2	0	1	0	0	1	4
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
Our school uses i-Ready to assess the early literacy skills of ELLs. This data shows that a majority of our ELLs are below grade

level in terms of their literacy skills. The specific data accumulated from these assessments helps teachers to recognize students' specific weaknesses. It helps provide insight so that teachers can form groups and set individualized goals for students. In addition, our school also assesses early literacy skills by completing on-going Fountas and Pinnell running records. Teachers do formal and informal assessments, and keep conference notes and student portfolios to help determine what differentiated instruction is needed. This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing NYSESLAT data from Spring 2013 and LAB-R data for new admits from Fall 2013, several patterns were revealed. Based on the NYSESLAT, approximately three-quarters of students in the elementary grades K-3 tested Advanced or Proficient. More specifically, in Kindergarten 43% are Advanced and 27% are Proficient. In First Grade, 32% are Advanced and 54% are Proficient. In Second Grade, 24% are Advanced and 44% are Proficient. In Third Grade, 33% of students are Advanced and 50% are Proficient. In grades 4-8, approximately half of the students tested either Advanced or Proficient. In Fourth Grade, 24% are Advanced and 33% are Proficient. In Fifth Grade, 56% are Advanced and 9% are Proficient. In Sixth Grade, 33% are Advanced and 25% are Proficient. In Seventh Grade, 50% are Advanced and none are Proficient. Lastly, in Eighth Grade, there are 25% Advanced and 25% Proficient. The breakdown of the Fall 2013 LAB-R for Kindergarten students is as follows: 25% are Beginners, 17% are Intermediate, 25% are Advanced, and 33% are Proficient. There were only three additional students tested aside from Kindergarten. The first grader is a Beginner, the fourth grader is Advanced and the fifth grader tested Proficient.
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](#))
NYSESLAT Modality reports not yet available to assess results.
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?

The patterns across proficiencies and grades are noted above. These patterns prove that students are yielding positive results on ELL Assessments and making strides in their English proficiency. ELL students have the option to take the New York State Math Exam in their native language. When taken in their native language as compared to in English, the exam results tended to yield higher scores, but not across the board. Using the results of the ELL Periodic Assessments, ESL teachers form small groups based on students' needs in reading, writing, listening and speaking. Teachers target specific reading and writing skills to help students achieve proficiency in these areas. They do this by incorporating writing activities to match the writing component on the NYSESLAT when planning units of study. They teach small group lessons based upon students' specific reading needs. Teachers use guided reading and i-Ready to increase students' reading levels. Teachers target specific speaking and listening skills to help students achieve proficiency in these areas as well. Teachers offer ELL students opportunities to participate in class discussions by offering them entry points into the conversation. They also provide opportunities for students to use technology to accelerate their English skills. Students' are encouraged to use English throughout the school day. In the upper grades, students can use bilingual dictionaries to help scaffold their learning.
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](#).)
Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by focusing specifically on data from a variety of sources. We use data from Fontas and Pinnell assessments, i-Ready scores, teacher observations, state test scores and classroom assessments. The students that are targeted for RtI based upon the results of this data, and instruction is geared towards strengthening students' weaknesses. Again, students are grouped accordingly to ensure optimal instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions by first determining their English language strengths and weaknesses. Once we determine a student's deficiencies, we provide that student with opportunity to build her skills across all content areas.
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?

N/A

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

Student success is measured in a variety of ways. Teachers use both informal and formal assessments to measure student progress. Informal assessments such as running records, conference notes, student portfolios, i-ready assessments, individualized student goal sheets, and ReadyGen and CodeX assessments are used periodically throughout the year. Formal assessment such as the LAB-R, Spanish LAB, NYSESLAT, and Periodic Assessments in ELA and Math and other state exams are given to ELLs throughout the year and the results are analyzed. In order to measure success, we look for steady progress and individual growth in every student.

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](#).)

Upon registration, all parents complete a Home Language Identification Survey (HLIS), indicating whether and to what degree their child uses a language other than English at home. A licensed ESL teacher is available to guide and assist parents in filling out the HLIS. All ESL teachers submit a copy of their schedule to the main office. When a parent comes in to register their child, the secretary looks at the schedule to see which ESL teacher is available to conduct the interview and assist the parents in filling out the HLIS. If no one is available, the secretary will then schedule a time for the parent to return when someone in the ESL department is available. When conducting the oral interview with parents who are not fluent in English, our school provides translators in the two dominant languages within the school - Spanish and Chinese. Trained teachers who are fluent in Spanish and Chinese provide the translations.

Once the interview has been conducted and the HLIS has been completed, the ESL Department reviews the surveys and decides whether or not the student is eligible for the LAB-R. If the student is eligible, an ESL teacher will administer the LAB-R within the first 10 days of the student's admit date. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly identified ELLs with an orientation that describes the three different programs that are available for ELLs. For Spanish speaking students who do not pass the LAB-R, the Spanish LAB is administered within 10 days of their admission date. The administering of the test is done by trained and qualified teachers who are fluent in Spanish.

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.

After the LAB-R and Spanish LAB have been administered to all incoming ELLs within the first 10 days of admission, parents are invited to attend a parent orientation where their options of the three program choices (Free standing ESL, Dual Language, Transitional Bilingual) are thoroughly explained. At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. The school's Parent Coordinator, Arelis Hernandez-dilone, translates all of the information presented to the parents in Spanish and Wendy Chuang, a Science teacher, translates in Chinese. They clarify and answer any questions that parents may have. A video in nine languages provides parents of the ELLs with information on what options they have. Parents are broken up into groups, based on their native language. The video is then shown to each group in that language. By viewing the video, parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is

available in several different languages. After viewing the video and parent brochure, parents then complete the Parent Survey and Program Selection form as per the procedure below in question #4.

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](#)].)

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. Continued Entitlement letters are sent out at this time as well to all ELLs who are currently in the program. Teachers use their class rosters that contain the names of all identified ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will follow up with a phone call. They will explain the importance of returning the form and tell the parent that if the form is not returned promptly, their child will be assigned as a student in need of a Transitional Bilingual Program as per CR Part 154.

Parent Survey and Program Selection forms are completed at the parent orientation session by a parent or guardian of each new ELL student. In order to cross reference to make sure each parent has attended the orientation and filled out this paperwork, we have a list of roster containing all newly admitted ELL students. For those parents who are unable to attend the orientation and fill out the required paperwork, the ELL teacher assigned to that student contacts the parents to set up an appointment. At the time of the appointment, the ESL teacher provides the parent with all of the necessary information to make an informed decision about program choice and fill out the required paperwork. As always, if necessary a translator will be made available.

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.

After parents complete the Parent Survey and Program Selection forms at orientation, if a parent chooses a program that our school does not offer, we explain to the parent that we currently only offer Free Standing English as a Second Language. We explain that the parent has the right to transfer their child to a school that has their desired program. We state that if enough parents with the same language choose a program other than English as a Second Language, then the program will be implemented at our school. We review parent choice letters each year from previous years to determine if we have enough parent interest in other programs (Dual Language & Transitional Bilingual) to open a class. In the future if we ever encounter the situation we will contact those parents and inform them of the new class situation.

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.

Our ESL Department effectively administers the New York State English as a Second Language Achievement Test (NYSESLAT) each spring. The ESL teachers begin by individually administering the Speaking subsection to each student. This testing starts on the date indicated on the testing schedule and is completed by the scheduled deadline. As per the protocol, the Speaking test is given to a child by an ESL teacher that does not service this child during the school year. Once the testing schedule indicates, the ESL teachers begin to administer the Listening, Reading and Writing subsections. Each subsection is administered separately, and the students are tested in groups for these sections. The groups are based on grade level and group size. The ESL teachers ensure that the sections are not timed, and that students are tested in a quiet setting, free from distractions.

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 trend over the last few years shows that the mass majority of parents select the English as a Second Language Program. Last school year (2012-2013), there were two parents of Kindergarten students who chose the Dual Language Program as their first choice. Their native language was Chinese. There was one parent of a First Grader who chose a Chinese Dual Language Program as the first choice. This school year (2013-2014), there was one Kindergarten parent who chose a Bilingual Spanish Education Program as the first choice. There was additionally a Kindergarten parent who chose a Chinese Bilingual Education Program as the first choice. We currently have English as a Second Language offered at our school which is aligned with our parent requests.

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])?
6. The school uses the push-in model and pull-out model. Six certified ESL teachers service ELLs using either of these two models. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing, vocabulary, grammar and/or social studies. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson. At the end of every school year, administrators, classroom teachers and ESL teachers collaborate to reorganize the ESL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in order to meet the mandated number of instructional minutes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels (as determined by the LAB-R or NYSESLAT scores). The beginning and intermediate students receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes a week of ESL instruction. In addition, the Advanced students also receive 180 minutes of ELA instruction per week. To assure that the mandated number of instructional minutes is provided, ESL teachers create their push-in and pull-out schedules based on the proficiency levels of the students.
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.

We have adapted our curriculum to meet the demands of the Common Core State Standards. Our school uses ReadyGen and Code X to permit the development of reading skills as well as the infusion of content knowledge in Science and Social Studies. Therefore, when an ESL teacher pushes into the classroom during literacy, he/she delivers instruction in English and uses a variety of resources to make content comprehensible. The teacher makes the objective clear to the students and the concepts taught are age appropriate. When planning lessons, teachers also take into consideration the students' L1 literacy, second language proficiency, and the reading level of the materials. ESL teachers also build on the students' prior knowledge and introduce new vocabulary in context. In the content areas, teachers also develop the students' academic language through read alouds. They focus on those Tier 2 words that are often difficult for ELLs. Teachers choose a "juicy" sentence and unpack the language of that sentence together with the students (Sentence Acrobatics). Teachers use several strategies such as TPR, "talk it out" or "draw it out" to make language meaningful for students. To make content comprehensible, teachers use additional materials such as charts, graphs, pictures, illustrations, realia, math manipulatives, videos, computers and demonstrations. The activities that teachers incorporate include lesson concepts as well as opportunities for ELLs to practice the English language within the four modalities. Students are given content area glossaries in Social Studies, Math and Science in their native languages.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are appropriately evaluated in their native language when they take the Math and Science state tests. ELLs who choose to, can take the test in their native language, rather than in English. Their responses are then translated by a staff member who speaks the same native language. Once translated, the responses are evaluated and scored.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We appropriately evaluate ELLs in all four modalities by using a combination of formal and informal assessments. We informally observe ELLs by taking anecdotal notes during classroom observations, we elicit student responses to evaluate listening skills, and we formally assess reading and writing through unit assessment, state assessments and classroom work.
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).
- f. a. We differentiate instruction for ELL subgroups in many ways. Students with Interrupted Formal Education (SIFE) are placed in the most appropriate classrooms based upon their academic level, age, and English proficiency level. Each individual case is treated with care, and we offer as many additional services as possible to the student to help bridge the academic gap in their education. We have an Extended Day Morning Tutorial program, where additional support is offered in ELA, Math, Science and Social Studies for 50 minutes before the school day. We also have an After School Program offered throughout the school year in the content areas. Student selection for these programs are based upon the recommendation of a teacher and are made available to ELLs. Alternately, these students could be invited to the ESL Extended Day Morning Program, where instruction is centered on building academic vocabulary, learning social interaction skills in English, and increasing Speaking and Listening skills in English. We also have an ESL After School Program offered throughout the school year that focuses on increasing proficiency of the four English language modalities. The student will be placed in whichever program(s) best suits her most urgent needs.
- g. b. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels in order to make sure that they are properly serviced. Newcomers are invited to attend the ESL Extended Day Program in which they will receive 50 minutes of instructional time as noted above. In addition, for non-English speaking, newly admitted Kindergarten students, there is a daily beginner's program in place. Each day students receive instruction to help build their phonetic awareness, increase their vocabulary, and increase their speaking and listening proficiency in English.
- h. c. For ELLs receiving 4 to 6 years of service, we continue to provide instruction based on their proficiency level and NYSESLAT modalities. Students are grouped based on their needs and small group instruction is provided to help students become proficient in all four modalities. These students are invited to the ESL After School Program and the other content area Morning and After School Programs are available to them if recommended and appropriate.
- i. d. For long term ELLs, we study each case and decide what other services should be provided, such as RtI, Extended Day Program, and/or after school programs. For those ELLs who are identified as having special needs, we follow the recommendations for goals and objectives as per their IEP. ESL teachers collaborate with classroom teachers to discuss these goals and plan instruction accordingly.
- j. e. As for former ELLs who are in years 1 or 2 after testing proficient, we help make their transition out of ESL as smooth as possible. We provide these students with Response to Intervention services (RTI). The RTI teachers instruct students either individually or in small groups. Individual student progress is discussed at weekly RTI meetings and instruction is tailored to students' needs.

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?

Teachers of ELLs-SWDs in grades K-5 use the ReadyGen instructional program for reading and writing. This program uses a variety of fiction and non-fiction selections and is based upon the Common Core State Standards. Tier II and Tier III vocabulary is taught in this program so that students can understand content and increase their academic language bank simultaneously. Classroom teachers and ESL teachers of ELL-SWDs use many ESL strategies such as teaching vocabulary through Shades of Meaning, using TPR, building background knowledge, deconstructing sentences and using lots of visuals. These strategies help to scaffold the content and increase students' English reading and writing skills. The ReadyGen and Code X programs also include additional adaptations for each lesson that can be used to differentiate instruction for English Language Learners.

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 school strives to support ELL-SWDs in achieving their IEP goals and attaining English proficiency within the least restrictive environment. We always strive to place our ELL-SWDs in the most age and grade appropriate environment where they can flourish and meet their individual goals. Teachers scaffold lessons through differentiation in order to meet the specific learning needs of the students. ESL teachers typically push-in to these classes in order to keep instruction seamless and maintain student focus. ESL teachers collaborate with the classroom teachers to keep instruction consistent and geared towards individual students' needs.

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

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

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

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

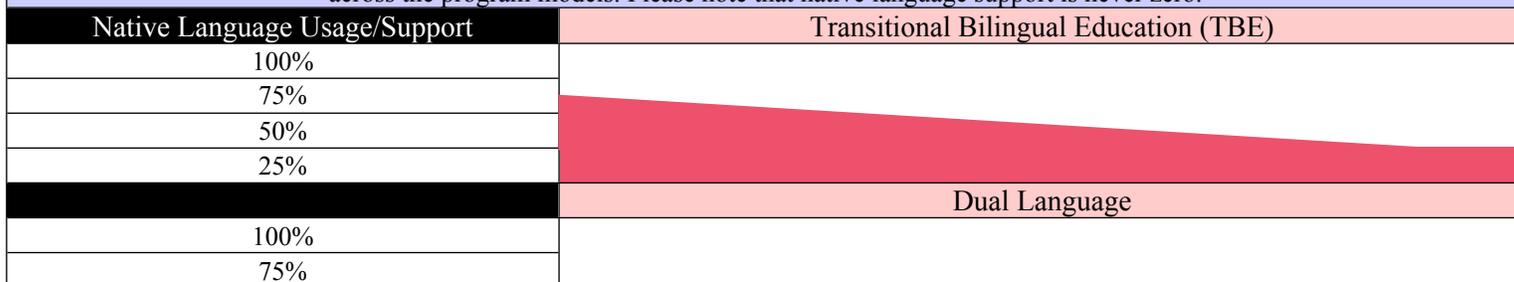
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The Response to Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan and determines what additional services the students need. In our Extended Day Morning Tutorial program, we offer additional support to Intermediate and Advanced ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current push-in and pull-out program is meeting the diversified needs of our ELLs in both content and language development. We work with our ELLs on classroom content but incorporate ESL methodologies and strategies to help make this content more accessible to them. As we do this, we are simultaneously building language through explicit teaching of academic vocabulary, deconstructing complex sentences, and providing students with a safe environment to practice their English skills in a small group.
11. What new programs or improvements will be considered for the upcoming school year?
This school year, for grades K-5, our school is implementing the new ReadyGen ELA Common Core Curriculum. For grades 6-8, our school is implementing Common Core Code X. We have chosen these programs to help prepare students to meet the rigorous demands of the Common Core, and also to prepare them for college readiness. In addition to these new programs we are also implementing the i-Ready Diagnostic and Instruction to identify students' needs and strengths. The program provides individualized online instruction for students and also helps drive teacher instruction.
12. What programs/services for ELLs will be discontinued and why?
We have decided to discontinue our computer-based program, Imagine Learning English. We feel that we can not justify the efficacy of this program based on cost and student growth. In addition, we had issues with the technologically working efficiently with this program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. ELLs are offered equal access to all school programs during the school day and after school. ELLs are invited to attend curricular programs such as the Extended Day Program, which focuses on the development of the four modalities of language, and the After School Programs (ESL, Literacy, Science, Math), which assist students in achieving grade level performance. ELLs are also invited to participate in clubs such as, chorus, art, band, cheerleading, basketball and horticulture. They are additionally invited to participate in extracurricular activities such as Dance, Theater, Robotics and Chess that are offered as an enrichment program. Prior to the onset of the programs, letters are sent out to parents of all students, including ELLs, explaining the programs and asking for permission to attend. Once parent permission is received students begin participation until the conclusion of the program.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
16. The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, books on tape, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, big books and books on tape are available to teachers. In addition, sets of content related books in the areas of Social Studies and Science are available for teachers to use during small group instruction. Students are encouraged to use native language glossaries in the content areas. The use of technology is encouraged through websites such as brainpopesl.com and starfall.com. Our school has invested heavily in technology including laptop and tablet carts that the teacher can sign out for student use. Additionally, i-Ready offers online support for at home and school use by students.
17. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
18. Since we only use Freedstanding ESL we promote the use of the students' Native Language where it is helpful. We encourage students to transfer their Native Language skills whenever possible through the use of glossaries and library books. We ask students to use their Native Language to help newly admitted students when necessary. We often place students with little or no

English in partnerships or triads that include a student who speaks the same Native Language. In this way the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas.

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

The ESL push-in model supports students using developmentally appropriate texts and materials that also correspond to the age and grade level of the students. The ReadyGen and Code X programs use Common Core approved non-fiction and fiction texts. Low level/high interest books are also available for student use during independent reading. Read alouds are chosen based on grade level appropriate texts from the Common Core library.

20. 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.

21. Currently, we do not offer any activities to assist newly enrolled ELLs before the beginning of the school year. Identified ELLs are given the LAB-R in the beginning of the school year. After the students have been tested and identified as ELLs, an orientation is provided for parents to inform them about the program. Once students are placed in the English Language Program, students will be offered the same opportunities as continuing ELLs, with the additional opportunity to be placed in a Beginner's Program Class, if in Kindergarten and non-English speaking.

22. What language electives are offered to ELLs?

In terms of foreign language electives, currently our school offers one option. In grades 6-8, Italian is offered as a foreign language to all students. The students receive one instructional period of foreign language each day.

23. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
5. 1. Professional development at P.S./I.S. 102 is on-going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the Common Core State standards. ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs. Additionally, the ESL Coordinator will attend monthly ELL Liaison Meetings that are given by the ELL Network Support Specialist. She will then turnkey the information to the rest of the ESL Department and/or other staff members who work with ELLs. Professional development session will be given during monthly grade meetings on all grades. Teachers, paraprofessionals and out of classroom staff attend these meetings. Topics will included ELL students and Content Area Vocabulary, Building Comprehension Strategies in ELA, Building Academic Language and Support for the NYSESLAT. Assistant principals attend monthly professional development sessions offered by our CFN. Paraprofessionals also attend Professional development workshops both in and out of the school building. Guidance counselors attend professional development sessions that teach them how to assist all ELL students.
6. 2. There is professional development offered to teachers of ELLs to help them support ELLs as they engage in the Common Core Learning Standards. ESL teachers often attend professional development workshops and turnkey the information to other teachers of ELLs. Some such workshops might include meeting the Common Core State standards, planning instruction for ELLs, building academic language, selecting read alouds that contain complex sentences, building a comfortable classroom environment for ELLs and helping ELLs achieve success in the content areas.
7. 3. Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are transitioned seamlessly into an academic rich environment. Therefore, the transition to middle school for our students is unencumbered, making it anxiety free for all ELLs. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and and classroom environments. In June, ELLs in grade five will be invited to attend a seminar given by the guidance counselor to inform them of the changes they may encounter in the 6th grade. To help students transition to high school, our school offers workshops, individual and group counseling sessions and information packets in a variety of languages.
4. Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day), as well as for after school sessions prior to administering the NYSESLAT. This will ensure that any new teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) of ELL training in strategies that will assist ELL students. Once a teacher has completed the required hours of professional development, a certificate is printed and kept on file in the ESL Compliance Binder.

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?
 5. 1 & 2. We make parent involvement a big priority at our school. In order to develop a welcoming environment and encourage parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Math Games Night, The 100th Day of School, school concerts and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are also given during the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can help prepare their child for these tests at home. Additionally, the Parent Coordinator offers many workshops throughout the year for all parents, including parents of ELLs. Workshops are often held during monthly Parent Association meetings or at other times that are convenient for parents. Topics at these workshops include: Support at Home, Resources in the Community, Cyberbullying, Domestic Violence, Advice for State Tests and other helpful topics. The Parent Coordinator also accompanies parents of ELLs to the ELL Parent Conference that is hosted by the Board of Education and is held at Columbia University. This is an annual event that is usually held in the Spring. Parent attendance at this event has been very successful at our school for the last few years. In addition, the Parent Coordinator attends many workshops hosted by agencies such as, The Queensborough Hall Immigration Task Force, Building Communities and Western Queens Consultation Center. After attending these workshops, she turnkeys the information to parents at the school's monthly P.A. meetings. The Parent Coordinator also provides parents with information on classes to help them become more fluent in English. Classes are offered through The Office of Adult and Continuing Education. The Parent Coordinator helps the parents register for these classes and complete any necessary paperwork.
- 3 & 4. The school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. Parents are also asked whether a translator in their native language would have been helpful at certain workshops. Based upon the feedback that we receive, the school makes adjustments as to what day and time they hold parental events. Translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS/IS 102Q**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Pisacano	Principal		10/3/13
George Carter	Assistant Principal		10/3/13
Arelis Hernandez-Dilone	Parent Coordinator		10/3/13
Cara Ciatto	ESL Teacher		10/3/13
	Parent		10/3/13
Kristen Cook/ESL	Teacher/Subject Area		10/3/13
Chi Yeon Kim/ESL	Teacher/Subject Area		10/3/13
Tracy Jenal	Coach		10/3/13
Laurie Duke	Coach		10/3/13
Alison Arduini	Guidance Counselor		10/3/13
	Network Leader		
Jessica Beltra	Other <u>AIS/Data</u>		10/3/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q102 School Name: P.S./I.S. 102

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.

Every October, a survey is conducted in every classroom to identify the language parents would be most comfortable in when receiving school information. After all surveys have been completed and collected, an Excel spreadsheet is created by the Parent Coordinator and used by Administration, Teachers, and School Aides to disseminate translated versions of pertinent school information. For this school year, the survey identified the numbers of these languages: English 639(52.5%), Chinese 255(20.98%), Spanish 258(21.2%), Bengali 21(1.73%), Filipino 3(0.25%), Indonesian 6(0.49%), Urdu 7(0.58%), Korean 9(0.74%), Arabic 1(0.08%), Burmese 3(0.25%), Vietnamese 1(0.08%), Portuguese 1(0.08%), Persian 1(0.08%), Albanian 2(0.16%), Thibetan 1(0.08%), Farse 1(0.08%), Japanese 1(0.08%), Nepali 1(0.08%), Pukadesh 1(0.08%), Tagalog 3(0.25%) and Croatian 1(0.08%) of the 1,216 surveys that were collected. For oral interpretation needs, we hire outside translators and use the interpretation unit of the Department of Education for the Chinese and Spanish, who are used during Parent Teacher Conferences. We also have several staff members who are fluent in Korean, Urdu and Bengali who assist in translations when needed.

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.

As noted above, these findings were reported to the School Leadership Team as well as discussed with the Instructional Cabinet. Copies of the language survey were also distributed to teachers, administrators, and aides. The school aide staff subsequently used these numbers when distributing the translated versions. The results of the language survey were also shared with parents at a Parents Association Meeting. At a Faculty Conference, teachers were made aware of the translators hired for the Parent Teacher Conferences.

Our findings showed that we need to provide translators at Parents Association Meetings and Parent Teacher Conferences in the two dominant languages, Spanish and Chinese. Standard forms and letters generated at the school level will be translated into Spanish and Chinese. Letters generated by the Department of Education will be distributed in the eight covered languages.

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.

School-wide Board of Education notices, which are already translated, are given by the principal to the school aides for copying. Using the parent language survey, school aides prepare class packets based on the number of translated versions needed. Documents, such as form letters, permission slips, etc. will be translated into the covered languages through the Translation and Interpretation Unit. Classroom teachers will be responsible for having translated versions of report cards available to parents. Bilingual staff members translate any notices, letters, and flyers in house that need prompt distribution, ex. ESL orientations, AIS workshops, and after school workshops.

Our school will provide the following:

- Health – we will translate notices, such as absence notices to parents using in-house staff or the Translation and Interpretation Unit.
- Safety – we will translate all notices regarding safety issues, such as our Evacuation Plan from the Safety Plan, Snow Day notices, etc. using the Translation and Interpretation Unit. We will also add a notation on blue emergency cards if the parent speaks a language other than English.
- Legal or Disciplinary Matters – we will translate all notices/letters, such as suspension letters, holdover letters, etc. using the Translation and Interpretation Unit.
- Entitlement to public education or placement in any special education, English Language Learner or non-standard academic program - all of these notices are already provided by the Department of Education in the primary languages.
- Telephone calls –Bilingual staff members will translate for emergency calls to parents/guardians.

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

We will continue to hire outside vendors for translation into Spanish and Chinese at our Fall and Spring Parent Teacher Conferences. We will seek parent volunteers for translation services at Parents Association meetings. We enlist bilingual staff members for translation services during other pertinent meetings with parents. The Translation and Interpretation Unit will be used when needed.

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>.

- When parents register their child, they are asked to fill out a Home Language Identification Survey. At this time, the language that parents would like to receive written information from the school is identified. If parents request information in a language other than English, and it is one of the covered languages, they will be given a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- A welcome sign and a sign informing parents that interpretation services are available are posted in the main lobby of the school. The signs are clearly visible when parents walk in the school through the main entrance. The signs are posted in the eight covered languages.
- If a parent or visitor does not speak English, a School Safety Agent or staff member will determine the language of the parent and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A or staff member on duty will escort the parent to the main office, where a school representative will contact the Translation and Interpretation Unit at 718-752-7373 to request telephone translation.
- If parents of more than 10% of the children at our school speak a language that is neither English nor a covered language, we will contact the Translation and Interpretation Unit to provide translations for any necessary documents.
- Parents who speak a language other than English are encouraged to visit the Department of Education's website at www.nyc.gov/schools/offices/translation, where information is provided for parents in each of the covered languages.

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: <u>P.S./I.S. 102</u>	DBN: <u>24Q102</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>60-65</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers:

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: PS/IS 102's Title III program will be offered to Beginner, Intermediate and Advanced ELL's in grades three through eight. The program will consist of four classes with a maximum of fifteen children in each class. The program will be divided into two sessions. The first session will service Beginner and Intermediate students and the second session will service Advanced students. This program will be implemented two days a week, beginning in November and ending in April, for a total of 31 sessions. Students will meet on Mondays and Wednesdays (3:00-4:30 pm) for a total of three hours per week.

The After School program will specifically address the improvement of literacy skills through English instruction. Instruction will be provided in English to help students meet the Common Core State standards in ELA. In the first session instruction will focus on literacy using ESL strategies and methodologies. We will focus on improving reading comprehension, vocabulary development and building academic language through read alouds. Additionally, the Imagine Learning computer-based program will be used to assist Beginner students achieve proficiency in English thus increasing their comprehension. This program provides students with direct instruction as they learn key vocabulary words, listen to the narrator model how to read the text, and even record themselves reading. The iReady computer program will also be used by Intermediate and Advanced students to assist in the development of comprehension strategies. This program will assist teachers in addressing the diverse needs of every student through differentiated instruction. The program will monitor student progress and provide teachers with reports that will help them target students' needs. Both Imagine Learning and iReady provide direct instruction on comprehension strategies on students reading level in order to meet their individual learning needs.

In the second session the focus of instruction will be on preparing students for the NYSESLAT and the ELA. We will be using data obtained from the AMAO Estimator Tool to group students and target specific needs.

Teachers will use ongoing assessments such as one-on-one conferences, small group instruction, iReady assessments and pre and posts tests to gauge their students progress. Supplemental materials will be provided to augment a variety of instruction. Among those are Options Just Right Reading, Connecting Vocabulary, Getting Ready for the NYSESLAT, and Finish Line Reading. General instructional supplies, such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

All three teachers working in the Title III Program are fully certified ESL teachers. Each teacher will be assigned accordingly for the first session and the second session. One teacher will be assigned to grades three and four. Another teacher will be assigned to grade five. And the third teacher will be assigned to grades six, seven and eight.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: P.S./I.S. 102's Title III professional development program will focus on providing teachers with the opportunity to English Language Learners. It will also focus on preparing ELLs to meet and exceed the NYS Common Core Standards in ELA and to achieve higher scores on all state assessments. The teachers that will be receiving professional development are the ESL teachers that are participating in the Title III program. These sessions will be used to help teachers plan for the after school sessions and choose appropriate materials to use with their students.

Professional development will be provided for teachers who will be implementing the i-Ready web based program. Teachers will be trained on how the program works and how to use the data provided to drive instruction. The i-Ready program is an instructional computer program which offers research based lessons based on an initial diagnostic test. This program will assist classroom teachers in addressing the individual needs of every student through differentiated instruction. It also allows for collaboration among teachers and ensures that all student needs are met.

Teachers will also be trained on how to use the AMAO Estimator Tool to obtain data on English Language Learners and use the data to target individual needs.

Teachers participating in the professional development workshops will be paid at the per session rate. The Assistant Principal/ESL Supervisor will provide professional development on various topics for teachers that are participating in the after school program.

Topics that will be addressed during these professional development sessions are as follows:

1. One two-hour professional development session will be devoted on training teachers on how to implement the iReady web based program effectively and how to use the data from the reports to drive instruction.
2. One one-hour professional development session will be devoted on analyzing the data received from the AMAO Estimator tool and using the reports to form groups and target specific individual needs.
3. One one-hour professional development session will be devoted on building academic language and preparing ELLs for the NYSESLAT.

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

Part D: Parental Engagement Activities

Begin description here: P.S./I.S. 102's Title III program will provide parents of ELLs with the opportunity to attend workshop(s), so that they can better assist in the education and learning of their child at home.

One two-hour session will be held entitled "1 Week to Better Reading: an At-Home Workshop". This workshop is designed to help parents aid in improving their child's reading comprehension skills. This program is conducted over a one week period at home and provides a parent guide. This workshop will be offered before Session 2 begins. Students will complete this program at home with parent guidance. In the Title III Program, teachers will revisit the strategies covered in the program and assess student progress.

One two-hour session will be held entitled "Preparing ELLs for the NYSESLAT" (time and date to be announced to accommodate different schedules). This workshop is usually offered in March, before NYSESLAT testing begins. Parents attending the workshop will become familiar with the NYS Common Core Language Standards and the NYSESLAT assessment. They will receive an individual profile of their child's NYSESLAT scores from the previous year and sample questions from the NYSESLAT. They will also take home a packet of reading and writing selections for practice as well as, ideas to develop language.

Parents will receive an invitation informing them about the workshops. The invitation is sent out in English, as well as in Chinese and Spanish, the two dominant languages in our school. Six fully certified ESL teachers and the Parent Coordinator will facilitate these workshops. General supplies such as folders, photocopy paper, notepads, overhead transparencies, pencils and books for home use will be purchased to support the parent workshops. Food and refreshments will be offered as well.

Translation will be provided at all parent workshops in the two dominant languages of our school's population, Spanish and Chinese. Our parent coordinator, Mrs. Arelis Hernandez-Dilone will provide full oral translation for Spanish speaking parents and our upper grade Science teacher, Mrs. Chung will provide full oral translation for our Chinese speaking parents.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		