



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE HECTOR FONTANEZ SCHOOL

**DBN (i.e. 01M001):** 11X103

**Principal:** FARID REYES

**Principal Email:** FREYES2@SCHOOLS.NYC.GOV

**Superintendent:** ELIZABETH WHITE

**Network Leader:** ROXAN MARKS

### 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
Farid Reyes	*Principal or Designee	
Craig Parise	*UFT Chapter Leader or Designee	
Martha President	*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	
Mariette Morrissey	Member/ Teacher	
Erin Dietz	Member/ Teacher	
Philomina Nortey	Member/ AP	
Nadia Griffith Allen	Member/ Parent	
Jazzy Alexander	Member/ Parent	
Bertha DeCaille	Member/ Parent	
Janet DeLeon	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, we will increase by 10% the number of students (*already identified using last year's Math scores- 4<sup>th</sup> grade 2.66-2.93*) in the 4<sup>th</sup> grade meeting the standards as measured by the NYS Math Exam. By June 2014, we will increase by 10% the number of students (*already identified using last year's Math scores 2.55-2.87*) in 5<sup>th</sup> grade meeting the standards as measured by the NYS Math Exam

### **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.

At the end of the school year, the teachers and SLT members analyzed student test scores from the NYS Math Assessment and identified the aforementioned number of students that need support to reach proficiency levels in mathematics in grades 4<sup>th</sup> and 5<sup>th</sup>. Also, pre and post assessments will be used to monitor students' progress. Teachers will use this data to plan learning opportunities to continue closing the gaps.

### **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**

- Professional Development addressing best teaching practices in mathematics including aligning our curriculum maps to the CCLS and Instructional Shifts will be provided to all the teachers. The professional development will be delivered through the coaching and whole group model. In addition, the PD will involve the facilitation of the Go-Math program and how teachers can maximize the assessment component of the program.
- Academic Intervention opportunities to identified students including students with learning disabilities and English Language Learners.

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

- Key Personnel:** Go-Math providers; coaches. **Resources:** CCLS documents; Instructional Shifts, and The Danielson Framework for Teaching, and common planning periods
- Key Personnel:** Teachers and administrators. **Resources:** I-Ready, Imagine Learning, and Buckle-Down materials

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

- Best teaching practices being implemented including using assessments to support students' academic gaps in mathematics. Data collected through observation of teaching practice will be analyzed to evaluate PD effectiveness.
- Students' progress based on I ready, Imagine Learning, Buckle-Down generated data

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

- September 2013-June 2014
- December 2013-June 2014

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

- PD calendar days covered supported by substitutes, scheduling common preps
- Scheduling an after school program; informing parents; choosing and purchasing resources

### **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 trained on how to access the ARIS parent link.

Parents will be invited to attend workshops addressing the math program used in the classroom (and for AIS), CCLS, and the Citywide Instructional Expectations. Parent coordinator, School Leaders' facilitator, coaches, and administrators will plan and facilitate these learning opportunities. Parents will be provided with strategies to support their children at home.

Parents will receive updates from the teachers regarding their child's progress in mathematics including benchmark assessment results

### **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
X						

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

Supervisor per session, Teacher per session (2 times a week for a total of 4 hours), Teacher per session-Data input, Imagine Learning I-Ready computerized program , Buckle-Down Materials

## **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, we will increase by 10 % the number of students (already identified using last year's ELA scores- 2.69-2.99) in the 4<sup>th</sup> grade meeting the standards as measured by the NYS ELA Exam. By June 2014, we will increase by 10% the number of students (already identified using last year's ELA scores 02.73-2.91) in 5<sup>th</sup> grade meeting the standards as measured by the NYS ELA Exam

### **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.

At the end of the school year, the teachers and SLT members analyzed student test scores from the NYS ELA Assessment and identified students that needed support to reach proficiency levels in ELA. Also, pre and post assessments will be used to monitor students' progress in meeting CCLS. Teachers will use this data to plan learning opportunities to continue closing existing gaps.

### **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. Professional Development addressing best teaching practices in Reading and Writing including aligning our curriculum maps to the CCLS and Instructional Shifts will be provided to all the teachers. . The professional development will be delivered through the coaching and whole group model. In addition, teachers will be supported by attending PD in regards of teaching strategies to address the needs of Language Learning Learners and Students with Learning Disabilities. Furthermore, teachers will be supported on how to use formal and informal assessments to address students' needs.
2. Academic Intervention will be provided to identified students including ELLs and SWDs.

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

1. **Key Personnel:** Teachers College facilitators, school leaders, and coaches. **Resources:** TC materials; CCLS documents; The Danielson Framework for Teaching rubric, and Instructional shifts document.
2. **Key personnel:** Teachers; school leaders, and coaches. **Resources:** I-ready; Imagine Learning, and Buckle Down.

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

1. Teachers' evaluation on the implementation of best teaching practices; student improvement data.
2. Students' progress data generated through i-ready, Imagine Learning, and Buckle-Down programs

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

1. September 2013 through June 2014
2. December 2013 through June 2014

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

1. **Programmatic Details:** Professional development days supported by substitute teachers. **Resources:** Budget allocation to cover PD expense and substitute teachers' salary.
2. **Programmatic Details:** Extended day and After School Programs. **Resources:** I-Ready, Buckle-Down, and Imagine Learning programs

### **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 are invited to attend the "Parents as Partners" activities so they can get themselves familiarized with TC Reading and Writing Project. Parents are invited to attend workshops for the reading and math programs being implemented in school. Parent coordinator, School Leaders' facilitator, coaches, and administrators will plan and facilitate these learning opportunities. Parents will be provided with strategies to support their children at home

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Supervisor per session, Teacher per session (2 times a week for a total of 4 hours)., Teacher per session-Data input, Imagine Learning and I-Ready computerized programs, Buckle-Down Materials										

### **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 the end of June 2014, 100% of teachers would have been involved in the use of data in inquiry principles to support the identification of students' academic strengths, needs and the planning of instructional opportunities as evident by agendas, actionable plans, and end of the year feedback from the teachers.

#### **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.
Teachers and administrators analyzed student data in from the 2012-13 NYS test in ELA and Math. Results indicated that 88 percent of our students are not meeting the standards in ELA and 94 percent of our students are not meeting standards in Math, therefore, of facilitating time and support teachers on best teaching practices including analyzing formal and formal data to identify the strengths and needs of our students was pivotal to increase the percentage of students meeting performance standards in ELA and Math.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Student data will be analyzed by teachers and school leaders to identify academic gaps and to create action plans to meet the needs of students
2. Time for teachers to work in collaboration has been scheduled in our instructional program
3. 2 coaches provide support to teachers during their inquiry work
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. <b>Key personnel:</b> Teachers, school leaders. <b>Resources:</b> Protocols, students data
2. <b>Key Personnel:</b> Teachers <b>Resources:</b> Student data
3. <b>Key Personnel:</b> Teachers <b>Resources:</b> Budget allocation
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Teachers by grade analyze formal and informal data and develop actions plans to address instructional gaps; students' progress
2. Agendas; actions plans; and reflection sheets
3. Inquiry team binders
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Programmatic Details: Scheduling double common preps Resources: Student data
2. Programmatic Details: Scheduling double common preps Resources : Student data
3. Programmatic Details: scheduling double common preps Resources: Student data

#### **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).
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Parents are invited to attend the “Parents as Partners” activities so they can get themselves familiarized with TC Reading and Writing Project as well as Go-Math program. Parents are invited to attend workshops for the reading and math programs being implemented in school

**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.

**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.

We will increase parental involvement by an average of 10 parents per event (during or after school hours) held throughout the 2013-14 school year as measured by sign-in sheets collected in every activity.

**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.

Looking at data collected from last year’s parent sign-in sheets from previous events, participation in Parent/Teacher conference, and completion of Learning Environment Surveys, the SLT realized that the percentage of parents attending workshops and other activities could improve.

**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. Plan with the PTA and Parent Coordinator workshops and activities to engage parents addressing the needs of general education, special education and the education of English Language Learners. Workshops include issues related to the CCLS, Instructional Shifts, and State and City expectations. In addition, parents will be invited to activities such as pajama night, baking with the PTA, reading club, and others.

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

1. Key Personnel: Learning Leaders; Teachers, PTA members, and PC. Resources: Books, instructional materials, food, and rewards

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

1. Attendance sheets and parents’ feedback.

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

1. September 2013 through June 2014

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

1. **Programmatic Details:** Schedule during and after school hours workshops and other activities for parents **Resources;** Facilitators, space and budget allocation

**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).

We will increase parent participation in the Learning Leaders Program by adding 5 new parents to the program during 2013-14 school year.

We will also increase the number of workshops we provide for parents in an attempt to addressing a variety of issues related to parenting and supporting children’s learning at home

**Budget and Resource Alignment**

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

X	Tax Levy	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 #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 at least 60 percent of students in grade 1 and 60 percent of students in grade 2 will achieve reading levels I/J/K and M, respectively as measured by Fountas and Pinnell reading 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.

Teachers and SLT members analyze the results of the NYS ELA exam to identify students' needs and strengths, and ultimately make every effort to lessen the achievement gap

### **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. School leaders and teachers analyze pre and post assessments and Running Records to identify students' strengths and needs.
  2. Teachers plan small group instruction and provide Extended Time targeted instruction to identified students.
  3. Reading Rescue implementation to address the needs of identified students in first grade
- B. Key personnel and other resources used to implement each strategy/activity**
1. **Key Personnel:** School leaders and teachers, and coaches **Resources:** Testing materials and student data
  2. **Key personnel:** Teachers **Resources:** Reading resources and student data
  3. **Key personnel:** Teachers; reading teachers; paraprofessionals **Resources:** Reading Rescue books and Reading Rescue binders
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Pre , post, an Running Records assessments
  2. Teachers collection and analyze of informal and formal data
  3. Student data generated by Reading Rescue benchmark assessments
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 through June 2014
  2. September 2013 through June 2014
  3. September 2013 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. **Programmatic Details:** Scheduling assessments; collecting data, and plan instructional meeting for data analysis **Resources:** Rubrics for reading and writing, student data
  2. **Programmatic Details:** Scheduling small group instruction during the reading instructional block **Resources:** Leveled books, data sheets
  3. **Programmatic Details:** Scheduling time for targeted instruction **Resources:** Reading Rescue books and assessment sheets

### **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 were informed of the nature of the program and their child' s need to participate. Parents receive a report on their child's progress.

### **Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided Reading using the Fountas and Pinnell Literacy Intervention System, strategy groups, in class guided reading, Comprehension strategy intervention using the resources of Urban Education Exchange, Rti framework using the resources from TC. Leveled libraries in the classrooms enhance students' opportunities to practice the reading skills and writing skills	Small group instruction	During and after school hours
<b>Mathematics</b>	Rti Framework and Go-Math Resources	Small group instruction	During school hours
<b>Science</b>	Targeted Instruction-Reading in Science-Nonfiction	Small Groups	During school hours
<b>Social Studies</b>	Small group instruction and teacher 'conferences	Small group and one to one instruction	During school hours
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselors provide small and one-to-one emotional support to students through interactive communication including games.  Classroom teachers and science teachers work with students in small groups	Small group and one-to-one	During school hours

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school. Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors will continue to be assigned to support new and struggling teachers. Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.

We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing.

We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.

We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.

School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

**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).

Teachers College and Go-Math professional development activities are aligned to the CCLS, Danielson Framework for Teaching, and Instructional Shifts

**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.).

The integration of funds provided us with the opportunity to keep our reading teachers that serve identified students in grades 3-5, instructional coaches that support teachers' professional development, and to provide students with an after school program to support their academic progress. Furthermore, it provided us with the opportunity to provide teachers with a rigorous professional development program addressing the CCLS, The Danielson Framework, and the Instructional Shifts.

**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.).

The curriculum has been aligned to the CCLS in ELA and Mathematics.

Parents are invited to an open house activity in which they receive information in regards of the CCLS expectations, how to

support their children at home.

**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.

A teacher committee was formed by teachers of all grades including teachers serving English Language Learners and Students with Disabilities. Teachers reviewed the school data and instructional programs to select the assessments. The use of assessment s to inform curriculum and instruction has been addressed through our PD plan for the year 2013-14 in ELA and Mathematics

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**P.S103 The Hector Fontanez School**

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

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

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

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

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

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

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

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

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

P.S 103, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>103</b>
School Name <b>Hector Fontanez</b>		

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

Principal <b>Farid Reyes</b>	Assistant Principal <b>Liza Mojica</b>
Coach <b>Julie Morocco</b>	Coach <b>Julie Asari</b>
ESL Teacher <b>Nancy Caban</b>	Guidance Counselor <b>Palmare Gordon</b>
Teacher/Subject Area <b>Susan Varghese/ESL</b>	Parent <b>Martha D'Caille</b>
Teacher/Subject Area <b>Sori Kim/ESL</b>	Parent Coordinator <b>Marilyn Wimbush</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>5</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1115</b>	Total number of ELLs	<b>196</b>	ELLs as share of total student population (%)	<b>17.58%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	0	1	1	0								4
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-In	1	1	0	1	0	0								3
Pull-out	1	1	1	1	1	1								6
<b>Total</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>13</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	198	Newcomers (ELLs receiving service 0-3 years)	150	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	45	Long-Term (completed 6+ years)	3

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	48	0	6	21	0	0	0	0	0	69
Dual Language										0
ESL	91	0	20	35	0	6	3	0	2	129
Total	139	0	26	56	0	6	3	0	2	198

Number of ELLs who have an alternate placement paraprofessional: 2

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	18	0	14	21	0								69
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>16</b>	<b>18</b>	<b>0</b>	<b>14</b>	<b>21</b>	<b>0</b>	<b>69</b>							

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	23	29	13	17	17								<b>110</b>
Chinese	1													<b>1</b>
Russian														<b>0</b>
Bengali				1										<b>1</b>
Urdu														<b>0</b>
Arabic				1										<b>1</b>
Haitian														<b>0</b>
French		1	2	1	1									<b>5</b>
Korean														<b>0</b>
Punjabi														<b>0</b>
Polish														<b>0</b>
Albanian	1				1									<b>2</b>
Other	2	2	1	1		3								<b>8</b>
<b>TOTAL</b>	<b>15</b>	<b>26</b>	<b>32</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>0</b>	<b>128</b>						

## 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)	0	3	2	2	2	4								<b>13</b>

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	16	5	10	16	4								56
Advanced (A)	0	27	19	18	16	10								90
Total	5	46	26	30	34	18	0	0	0	0	0	0	0	159

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	27	15	0	0	42
4	12	4	0	0	16
5	22	4	1	0	27
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15	16	1	4	1	0	0	0	37
4	7	6	2	1	0	0	0	0	16
5	14	10	2	0	1	1	0	0	28
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		7		6		0		17
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	25	4	4	2				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At PS 103 the assessment tool used to assess early literacy skills of our ELLs is Fountas and Pinnell. The data informs us of the reading levels students are on. We analyze the miscues made during these assessments and place students in small groups according to their levels and/or needs. In grades K and 1 we give a Teacher's College assessment focusing on concepts of print and letter and sound identification. Teachers assess reading levels and skills monthly through running records. Students identified as struggling will be offered an after-school program to offer them additional support in areas of need.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels reveal that most students when initially entering the NYC public school system in grades K-5 and are administered the LAB-R, score at the beginner or advanced levels. The remainder of students score at the intermediate level or test out. The data patterns across proficiency levels on the NYSESLAT, reveal that in the lower grades K-2, the majority of the students score at the intermediate or advance levels, with less students scoring at the beginner or proficient levels. Most of the students in grades 3-5 score at the intermediate or advance levels with fewer students scoring at the beginner or proficient levels. Fifty of the students in the lower grades move from one level to the next and 33 of our upper grade students move from one level to the next.
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](#))  
The Modality report not available at this time
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?
    - a. Although students were tested in their native language, the results indicate that they performed below grade level. When students tested in English, they appear to have a better grasp of certain skills even though they scored below grade level. On the NYSESLAT students at our school score high on the Listening/Speaking modalities but much lower on Reading/Writing.
    - b. School leadership and teachers are using the results of ELL periodic Assessments to ensure alignment of planning to meet the needs of ELL students. Periodic Assessments show that ELLs are struggling with reading comprehension, inferences, point of view etc.
    - c. Periodic Assessments inform us that ELLs in grades 3-5 are reading and writing below grade level. Test results are used for to guide teacher's instruction to ensure differentiation of instruction. Native language instruction is used in content areas.
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](#).)  
RTI is implemented at our school in grades K-5. ELLs are provided with small group instruction, Extended Day and some receive individualized instructional support by paraprofessionals. We have a universal screening that is administered to all students in the beginning of the year to establish a baseline of performance and to identify students who are not making academic progress at expected rates. Students will be screened in the following areas of literacy: Oral expression, written expression, phonological awareness, decoding, reading fluency and comprehension. Following the screening, students will be provided to the additional support needed according to what Tier they fall in.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers incorporate multiple pathways such as visuals, tapes, poetry and songs into their lesson plans. The data used is based on Fountas & Pinnell assessments. Once teachers assess students and it is evident that they have mastered benchmarks then the transition to more English is made. The RLER report is generated and analyzed by our ESL teacher and the information is shared with classroom teachers.
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.).  
We evaluate our ELLs success by how they perform on the NYSESLAT (movement in levels beginners, intermediates and proficient), if they meet AYP and if they are on or above grade level in reading, math and the other content areas.

## 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](#).)
  1. The identification process of ELLs at PS 103 begins with the administering of the Home Language Survey at registration. Oral interviews of parents and children are then conducted by a trained pedagogue, Ms. Nancy Caban, our ESL teacher in Spanish if needed. The Home Language Surveys are then screened by Ms. Nancy Caban, and students entitled to testing are administered the LAB-R within 10 days of enrollment. Ms. Caban then hand scores the LAB-R and keeps results on file in her office room B10. If students do not pass the LAB-R, then they are administered the Spanish LAB. Students are appropriately placed according to results (raw scores). PS 103 analyzes the RLER Report to conduct annual evaluations of our ELL population to ensure that all ELLs in our school take the NYSESLAT. We also utilize the results of the NYSESLAT to have discussions with teachers as to how they may use the results to guide and differentiate their instruction.
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.
  2. Early in the school year (within the first 10 days of school) a parent orientation session is organized to inform parents of programs available for their children. Parents receive letters informing them of the meeting in English and Spanish. They also receive a phone call prior to the orientation to remind them of the meeting. At the orientation, which is conducted by Ms. Caban, our ESL teacher and our Parent Coordinator, Ms. Marilyn Wimbush, parents view the Parent Connection DVD in different languages of program choices available to their children. Moreover, parents listen to ESL/Bilingual teachers speak in English and Spanish about the different programs in sequence (TBE, Dual Language & ESL) offered by the NYC Department of Education and their benefits. Parents are then given the Program Selection Surveys and translators are available to assist them with the completion of Program Selection Surveys. If parents select Dual Language programs, we explain to them we do not offer it at that time and offer them information of schools that do offer it. Parents of newly enrolled students (that come in during the school year) are welcome to attend other parent orientation sessions throughout the year, in which they view the DVD about the three programs, and are also assisted in completing program selection surveys. Our school strives to inform parents in as many languages as needed, therefore, if we do not have the Parent Connection DVD in languages spoken by some parents we will contact the Translation Unit to obtain it in other languages. We will also be distributing Program Selection surveys and Continuation of Services letters in parent's native languages.
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](#)].)
  3. Early in the school year a parent orientation session is organized to inform parents of programs available for their children. Parents receive letters informing them of the meeting in English and Spanish. They also receive a phone call prior to the orientation to remind them of the meeting. At the orientation, which is conducted by Ms. Caban, our ESL teacher and our Parent

Coordinator, Ms. Marilyn Wimbush, parents view the Parent Connection DVD in different languages of program choices available to their children. Moreover, parents listen to ESL/Bilingual teachers speak in English and Spanish about the different programs in sequence (TBE, Dual Language & ESL) offered by the NYC Department of Education and their benefits. Parents are then given the Program Selection Surveys and translators are available to assist them with the completion of Program Selection Surveys. Entitlement letters are also distributed to parents during the parent orientation session, along with the NYSESLAT parent report. If parents select Dual Language programs, we explain to them we do not offer it at that time and offer them information of schools that do offer it. We place students according to parental choice. Parents of newly enrolled students (that come in during the school year) are welcome to attend other parent orientation sessions throughout the year, in which they view the DVD about the three programs, and are also assisted in completing program selection surveys. Our school strives to inform parents in as many languages as needed, therefore, if we do not have the Parent Connection DVD in languages spoken by some parents we will contact the Translation Unit to obtain it in other languages. We will also be distributing Program Selection surveys and Continuation of Services letters in parent's native languages. These placement letters are secured by our ESL teacher in a file in her room B10. The RLER report is analyzed by our certified ESL teacher and she ensures that those students eligible to take the NYSESLAT are identified and receive test prep strategies and take the exam in the Spring. The ELPC screen was completed after we held our parent orientation session. We frequently update the ELPC screens as student information changes.

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.
  4. At PS 103, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs is the following: Students are identified by the Home Language survey and oral interview of children and parents by our certified ESL teacher Ms. Caban at registration. Students eligible for testing are then administered the LAB-R in English and or Spanish (if child does not pass LAB-R in English and are Spanish speaking). The assessment is then hand scored by the ESL teacher, and raw scores identified. Parents are then notified (by ESL teacher) of test scores and based on the Selection form; students are placed in either TBE or ESL programs.
  
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.

After analyzing the RLER report our testing coordinator creates a schedule indicating dates for administration of all four modalities. After review of IEPs we identify students who may need modifications (separate location, smaller group etc.). This past spring teachers were not allowed to administer the speaking portion to students they serviced, therefore, other licensed teachers administered and will continue to administer this portion of the exam. Classroom teachers will administer the listening, reading and writing sections of the test. The administration of the NYSESLAT is done within the testing window required by the New York City Department of Education.
  
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. 
  6. After reviewing the Parent Survey and Program Selection forms for several years, the trend noticed is that more parents are choosing ESL classes over Bilingual classes.

Program models are aligned with parental requests. PS 103 offers ESL/Bilingual programs. In the event that parents choose a Dual Language program, which we do not offer, they would be referred to a school that offers the program. In the last 3 years, we have received 39 ESL parental options and 35 for the TBE program.

## 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])?
    1. At PS 103 instruction of ELLs is delivered through ESL self-contained and Bilingual classrooms, as well as the push-in model conducted by a certified ESL teacher. In our push-in model, the ESL teacher and classroom teachers articulate about how best to differentiate instruction for all ELLs. During the literacy block/math block, the ESL teacher pushes in and works on themes, phonics, math, vocabulary using the program from Rigby On our Way to English. Students at beginning and intermediate levels receive 8 periods/360 units of instruction by the ESL teacher. Advanced ELLs receive 4 periods/180 units (sometimes more) of instruction by the ESL teacher, Ms. Caban.
    2. Our ESL/Bilingual classes are heterogeneous (mixed proficiency levels) in self-contained classes. ESL instruction takes place in different content areas using ESL methodologies. Native Language Arts instruction takes place in content areas in TBE classes.
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)?
    2. PS 103 ensures that mandated number of instructional minutes is provided by placing students in self-contained ESL classes. For TBE classes the teachers' immediate supervisors meet with them frequently to discuss proper implementation of required language instruction.
  - a. ESL = 360 units/week for beginners and intermediate for advanced students= 180 units/week. At PS 103 we have 90 minute literacy blocks daily which includes ELA and NLA activities. Data from the LAB-R, NYSESLAT, and running records help determine levels and groupings of ELL students. Class program cards reflect the mandated minutes of instruction in NLA and ESL. Schedules are reviewed by administration to ensure that mandates will be adhered to. During monthly data talks, lesson plan books are reviewed to determine appropriate instruction in accordance with CR Part 154:  
Beginning= 60% Spanish/40% English  
Intermediate=50% Spanish/50% English  
Advanced=25% Spanish/75% English

Our school has 90 minute literacy blocks daily where students reinforce reading skills using visuals, songs, poems and hands on activities.

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.

3. Content areas are delivered in English in ESL classes and in Spanish & English in bilingual classes. Classroom teachers also use the ON our Way to English program to reinforce needed literacy skills. These programs are aligned to the CCLS. Teachers also differentiate instruction according to the different levels (beginners, intermediate, advanced) in classes. Teachers use Lexia a technology program purchased for our ELL population that focuses on literacy skills and provide NLA support by giving instructions in Spanish if needed. Teachers also group students according to levels-beginning, intermediate and advanced to provide small group instruction according to student needs. AIS support is also provided to ELLs by certified reading teachers. Classrooms are also equipped with books in native language and teachers have a buddy system where they reach out to peers/staff that speak other languages to assist students more effectively.

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

During lessons and small group instruction teachers check for understanding. Running records are administered in Spanish to assess students' reading levels.

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

Teachers assess throughout the year via running records, classroom discussions, writing pieces and the ability for students to complete tasks. In grades 3-5 students take Interim NYSESLAT assessments and based on students' performance, teachers know what areas they need to focus on.

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).

4.

a. SIFE students will be invited to participate in our afterschool program that will focus on our ELLS only. ESL materials will be used during that time to reinforce content taught in classrooms. These students are also in self-contained ESL classes where they receive small group instruction, many visuals and differentiated work. During the school day teachers modify instruction to meet the needs of SIFE students. Modifications include: small group instruction, hands on activities, visuals, poems, and songs. Teachers are provided with instructional materials on instructional levels of students in order to provide level appropriate lessons and activities.

b. ELLs in our school with 3 years or less in US schools will be serviced in self-contained classes, and/or push-in/pull-out by the ESL teacher. Teachers of ELLs work on test prep strategies with students throughout the school year. ELLs in need of extra intervention receive AIS services by reading teachers and/or SETTS teacher. All SIFE students will be invited to participate in our Title III Early Program where students will receive additional support.

c. ELLs receive instruction from certified ESL teachers to ensure adequate strategies are taught using On Our Way to English to help this student population be successful academically. They will also be able to attend the after school program for ELLs at the school. Students also receive AIS support daily according to their needs.

d. Long term ELLs will be invited to attend an after school program for our ELL population only. During that time they will receive instruction using ESL specific materials. These students will also participate in Title III Early program to assist them with test taking skills to get them ready for the NYS exams.

e. Former ELLs continue to receive support using SIOP strategies. They also receive extended time for testing.

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?

7. All our ELL classrooms are equipped with listening centers, computers, laptop availability, visual aides such as: charts and

pictures. Balanced Literacy ( reading & writing workshop) , Go Math!, On our Way to English are programs that support our ELL students. Our school aslo provides leveled classroom libraries, Houghton Mifflin social studeis and Harcourt science programs. We aslo follow Making Meaning and Units of Studies programs.

Instructional strategies include: SIOP model, small group instruction,and RTI

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?

ELLs-SWDs receive ESL services (beginners & intermediate) 360 units/8 periods and advanced students 180 units. Curriculum maps developed by our teachers have differntiated instruction and activities incorporated into them to ensure that this population receives needed support for them to meet their IEP goals. Students are placed in ICT classes when their IEP's state that is the proper placement for them. Students interact with peers during lunch, recess and gym.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

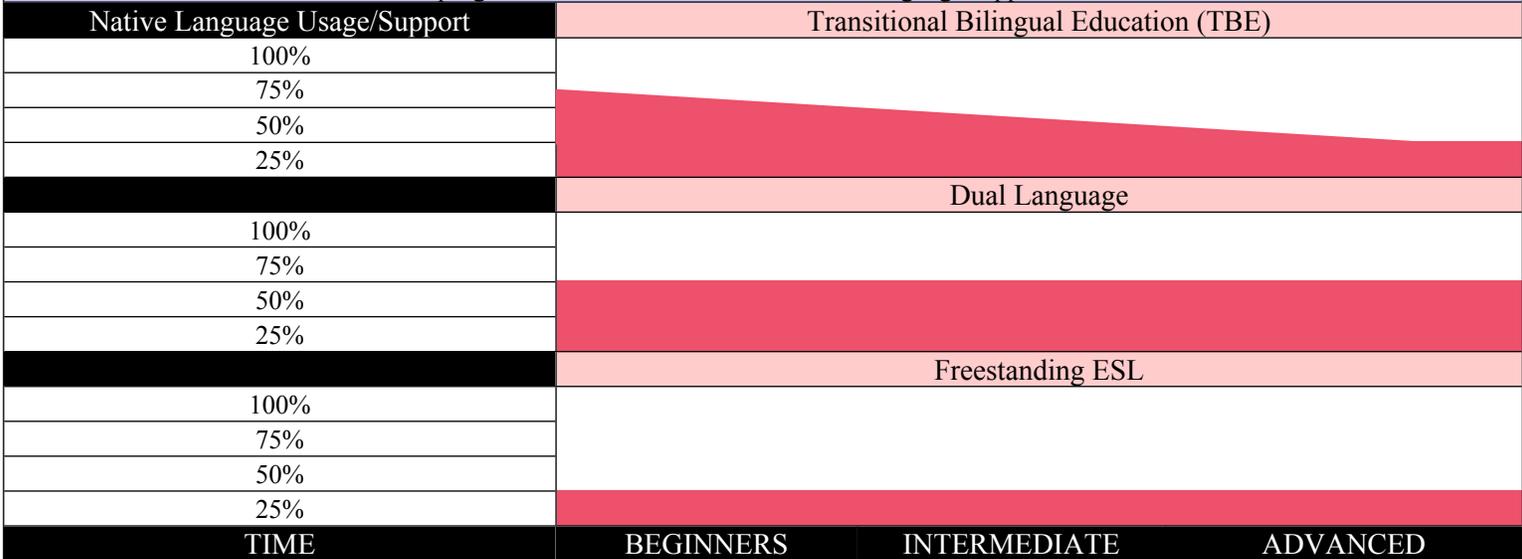
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

At PS 103 there are 196 students designated English Language Learners. There are students being served in 6 English as a Second Language classes and 4 Bilingual classes in grades K-5 as well as in a push-in model. ESL teachers provide instruction in all subject areas using ESL methodologies. ESL staff members will be participating in staff development related to the differentiation of instruction in order to meet the needs of all students. Programs being used currently include: On our Way to English, Siop Model, as well as numerous approaches and strategies. Some approaches used are: The natural, multi-sensory, cooperative learning, and TPR approaches in content area units. Students are also invited to participate in our afterschool programs, and also engage in small group instruction as well as receive AIS during the school day. Beginner and intermediate students receive 360 units of ESL per week. Advanced students receive 180 units of ESL per week. Four bilingual teachers service native Spanish-speaking students in Transitional Education classes in grades K-4. Transitional Bilingual education teachers use Spanish/English for instructional activities to address the needs of students at each proficiency level as follows: Beginning 60/40, Intermediate 50/50, and Advanced 25/75. Materials used in ESL and TBE classes are aligned with those used in the mainstream English classes, and are supplemented with a curriculum designed for English Language Learners, such as: Rigby On our Way to English in grades K-4. Both our TBE and ESL classrooms contain a rich variety of developmentally appropriate, authentic and quality literature in a broad range of genres in English and Spanish. Within each class instructional groupings are based on student's levels of English proficiency. Students identified as being in the country over 1 year will also be invited to participate in our Title III Early Morning Program to expose them to format of NYS exams. At PS 103 our TBE and ESL classrooms are staffed with teachers who are equipped with appropriate teaching certifications and regularly participate in professional development. Teachers of ELLs participate in PD with general education colleagues. For math, we have implemented the Go Math! program which has RTI for students. The program has a section specifically for our ESL population.

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

The Rigby program addresses the needs of beginning, intermediate and advanced students in content and language development. We find students are engaged in discussion with one another developing their language and understanding. The data is derived from unit tests at the end of the thematic units. This data informs the teacher if students are applying language, and are acquiring vocabulary development. The data is reviewed monthly when each unit concludes.

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

PS 103 is currently seeking for a grant to purchase Rosetta Stone. Our rationale is that this program will help our ELLs with needed language skills and will augment students' grammar, pronunciation and vocabulary among other needed skills.

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

Lexia because of lack of funding

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

All students, including ELLs will be invited to participate in all programs at PS 103 as well as an additional afterschool program. They also participate in extended day where they receive additional instructional support. ELLs will also participate in a instructional/enrichment afterschool program. Teachers of ELLs use Into English (ESL curriculum) as a supplement to our core ESL program On Our Way to English.

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

All our ELL classrooms are equipped with listening centers, computers, laptop availability, visual aides such as: charts and pictures. Laptops are readily available to ELL students for the Lexia program. Balanced Literacy (reading & writing workshop), EM, On our Way to English is a literacy program that supports our ELL students. Our school also provides leveled classroom libraries, Houghton Mifflin social studies and Harcourt science programs. We also follow Making Meaning and Units of Studies programs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided by offering Spanish resources such as: guided reading books, EM and Math Steps in Spanish. Native Language Arts in several content areas. We also encourage a buddy system where students are paired with students at higher levels of English proficiency.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Services and resources offered to our ELL population is appropriate for all ages and grade levels. ELL students are in self-contained classes where instruction is provided by a certified ESL teacher. Students in other class settings requiring services push in to ESL classrooms at appropriate age and grade levels. We also service students in a pull-out/push-in models, where our ESL teacher provides required services.  
All materials purchased and placed in ESL/TBE classrooms are the results of analyzing data and determining the appropriate materials to meet their needs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Every June, PS 103 invites parents of incoming kindergarten children to an information session where a resource packet is distributed to each parent in attendance.
18. What language electives are offered to ELLs?  
Does not apply
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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.
  1. All school personnel who work with ELLs will be encouraged to participate in OELL workshops throughout the year. In addition, teachers of ELLs also have 1 common planning day per week when PD is offered monthly. On those days teachers also share ideas and concerns in regards to ELLS. There will also be central professional development and network support offered to teachers. Teachers also attend monthly grade meeting 2x/month.
  2. We have a staff developer who will be coming in and providing teachers of ELLs with strategies to help their students meet the Common Core Learning Standards. Our PD in November will focus on ESL standards and how they align to the CCLS. We will continue this work throughout the year during our monthly meetings.
  3. This school year we will be reaching out to a middle school close to PS 103 to get information about their expectations for students entering 6th grade at their school, in order to assist students with the transition. We will also inform parents of Open Houses, summer programs and schools in the community that provide ELL services for their children. Our upper grade guidance counselor assists parent with school applications that meet needs of our ELL population.
  4. New teachers will receive 7.5 hours of training, conducted by in-house ESL teacher, consultants, DOE and/or network. The school keeps track of teachers who have complied/or need to comply via sign-in sheets for PD offered. Records are maintained in a PD 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?
  1. PS 103 offers parents many opportunities throughout the school year to participate in various activities such as "Children at Work", Family Learning Nights, among others, where information is given in English and Spanish. We invite parents to attend an information session focusing on strategies they can use at home to help their children prepare for the NYSESLAT. Parents will also be provided with test samplers on different grade levels as a resource to use at home with their children. Although many parents attend such activities, we have noticed a trend that indicates that a greater number of ELL parents attend more often than others.
  2. Our Parent Coordinator, Team Leaders, and reading teachers provide workshops for parents throughout the school year. The Parent Coordinator and Parent Association also provide services information sessions several times per year in Spanish and English. We also provide information about activities in the community.
  3. In order to evaluate the needs of parents, our Parent Association distribute surveys asking parents topics of interest and/or needs to be addressed at parent meetings. We also analyze NYCDOE Learning Environment surveys to address needs and concerns of parents.
  4. Parental involvement activities address the needs of the parents because we plan activities according to the feedback we get from them during PTA monthly meetings and/or conversations shared by parents with the Parent Coordinator at the school. The Parent Coordinator communicates parent needs to administration and they too plan activities and/or address concerns. Ms. Ramos, our Media Center teacher has been informing parents of computer workshops at the local library.

### **E. Additional Information**

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

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 11x103 School Name: PS 103

Cluster: 11 Network: 401

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

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

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

Our ESL teacher analyzes the Home Language Surveys and data (breakdown of languages) on the Language Allocation Policy and informs our Parent Coordinator of the different languages parents speak in order to send information to them in their preferred language. The Parent Coordinator has a poster by her room in different languages informing parents of language and translation services we may provide to them.

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.

Our findings is that the majority of parents of ELLs in our school speak Spanish. There are several parents that speak Albanian, French and Chinese as well. Our Media Center teacher has informed our NYC community library of the large number ELL parnets we have in our school and they have created a partnership to provide these parents with workshops and resources in Spanish.

## Part B: Strategies and Activities

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

Our Parent Coordinator translates letters for Spanish speaking parents. If letters need to be translated into other languages then we send them to The Translation and Interpretation Unit.

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.

Our ESL teacher informs our Parent Coordinator of languages spoken by parents and she then offers parents translation assistance during Parent Teacher conferences . We utilize in-house staff and personnel from the Translation and Interpretation Unit of the DOE to assist parents with language needs.

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>.

Our Parent Coordinator has been trained by the DOE Translation and Interpretation Unit and is aware of language and translation services for parents. When workshops are offered to parents, the school offers translation in Spanish to those parents whose preferred language is Spanish.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 103	DBN: 11x103
Cluster Leader: Chris Groll	Network Leader: Roxane Marks
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: 214
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 8
# of content area teachers: 0

### 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 103 will provide supplemental instruction for English Language Learners in an extended school day format. Intensive support for language acquisition, vocabulary and writing development as well as skills for the NYSESLAT exams will be offered to students from 2:30 PM to 4:00 PM, Mondays and Fridays in January through April for a total of 23- 1 1/2 hour sessions of supplemental support which will be provided by 8 teachers(4 ESL, 4 bilingual). There will also be an administrator supervising the program due to the size of the program ( 8 teachers and 214 students). The sessions will begin on Monday, January 7, 2013 and conclude on Monday, April 15, 2013. Students in all grades (K – 5) at performance levels “beginning”, “intermediate” and “advanced” will be eligible to attend these sessions.

The instructional focus for this program will be to reinforce vocabulary and writing development as well as to prepare students to successfully demonstrate the skills and competencies assessed by the NYSESLAT assessment, with an emphasis on the reading and writing components. The language of instruction will be English and or Spanish according to the needs of students. Teachers for the sessions will be identified from among our TBE and ESL instructional staff members and the administrator will be the person who currently oversees the ELLs. Materials and supplies that will both bridge and extend the work students are currently doing in class will be purchased, including test simulation materials, and vocabulary and writing materials to supplement curricula students use during the regular school day.

### 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: In order to provide effective and meaningful professional development to teachers of ELLs, PS 103 has provided Teacher Effectiveness Program (TEP) workshops. This workshop focuses on developing teacher competencies in the Danielson Framework for Teaching. Teachers will also participate in Teachers College professional development which focuses on developing specific strategies in a variety of genres. They will also receive professional development in Math in focus which has specific components for working with ELL population. Bilingual/ESL teachers will engage in workshops at the school covering topics such as: Analyzing and using NYSESLAT data to guide instruction, as well as learning SIOP strategies and how to use them effectively in the classroom. Teachers of ELLs will participate in professional development related to target activities which will provide a review of SIOP protocols as well as "test sophistication" strategies for all 3 assessments, including the ELA, Math, and 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

Begin description here: Ms. Vega, one of our bilingual certified teachers will be offering workshops to parents focusing on literacy strategies they can use at home to assist their children. Parents with children in grades 3-5 will also be given the opportunity to learn and practice skills and strategies needed for taking New York State exams.. Workshop topics will include English Language Arts, New York State Mathematics Examination and the NYSESLAT and access to community resources such as the local public library. Parents will be notified of these activities through flyers. We have invited Ms. Torres, a New York Public librarian to hold literacy workshops for parents of our English Language Learners. They will also receive information regarding free English classes they can attend at our community public library.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		

**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.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		