

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 101
DBN (i.e. 01M001): 21K101
Principal: GREGG KORROL
Principal Email: GKORROL@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: LISA GIGOUX

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
Gregg Korrol	*Principal or Designee	
Susan Lascher	*UFT Chapter Leader or Designee	
Nicole Breder	*PA/PTA President or Designated Co-President	
Linda Cino	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	
Sue Fang	Member/ Parent	
Ganije Bilali	Member/ Parent	
Antonella Florida Morales	Member/ Parent	
Elisa Kane	Member/ CSA	
Tricia Kanellopoulos	Member/ Parent	
Samantha LaTorre	Member/ Teacher	
Frances Mastrianni	Member/ Teacher	
Patricia Percaccio	Member/ CSA	
Angela Santiago	Member/ Parent	
Barbara Ruszkowski	Member/ Teacher	
Jennifer George	Member/ Parent	
Yelena Zamoyski	Member/ Parent	
	Member/	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, 100% of our Integrated Co-Teaching Staff will be trained in and performing under the Parallel Teaching Model to support teacher growth and shift classroom practice towards reducing the student to teacher ratio of instruction within the classroom. The Parallel Teaching Model will be used in every ICT classroom for 80% of the instructional day.

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.

Administrative observation and teacher feedback regarding the large classroom size in the ICT classroom, along with the current trends in Special Education, revealed the need for continued professional development in this area. The addition of seven new ICT teams and past success with this program has prompted this additional training. Professional development with GoldMansour and Rutherford will support ICT teachers in station teaching, a strategy of the Parallel Teaching Model.

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. Regularly scheduled professional development will be provided by GoldMansour and Rutherford to observe and critique teachers on the Parallel Teaching Model.
2. Schoolwide teacher training will be available and take place during weekly extended day professional development periods.
3. Select teachers will attend professional development meetings outside of school on a regular basis.
4. Regular and on-going teacher inter-visitations will take place.
5. Regular and on-going teacher observations with feedback will be done by administration.

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

1.-5. Principal; Assistant Principals; Literacy Coach; All Teachers, including Reading Specialists

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

1.-5. DORA, administrative observations, teacher reflections, teacher-created assessments

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

1.-5. September, 2014, to June, 2015

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

1 - 5. Weekly C6 meetings are incorporated into teachers' schedules.

1 - 5. Common prep planning periods are incorporated into teachers' programs.

1. - 5. Period 0 per session opportunities are offered to teachers.

1 - 5. Teacher prep periods are used for inter-visitations.

1 - 5. Teacher prep periods are used for frequent meetings.

1 - 5. Weekly extended day professional development periods.

1. - 5. Administration, literacy coach, and teachers attend professional development given by third party outside of the school building.

Strategies to Increase Parental Involvement

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

1. School website – www.ps101k.com
2. Teacher blogs
3. Student and Parent Reflection Logs
4. Student Progress Reports

5. Independent Take-Home Projects
6. Parent Workshops

Budget and Resource Alignment

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

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

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

Goal and Action Plan #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, 2015, there will be a 3% increase in the Measure of Teaching Performance ratings of all teachers in the category 3B (questioning and discussion techniques) as evidenced by informal observation reports, student work products, classroom practices, and last school year's MOPT results.

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.

Administrative observations, needs assessments, and teacher feedback revealed the need for the continued development in this area. Teachers will be provided inter-visitation opportunities, professional development, and on-going feedback to help shift classroom practices.

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.

7. Strategies/activities that encompass the needs of identified subgroups

1. Administration, literacy coach, and teachers analyze State ELA scores in grades 3, 4, and 5. Administration, literacy coach, and teachers review data, looking for trends in learning and instruction.
2. Administration, literacy coach, and teachers attend professional development provided by Network 605 on Questioning and Discussion Techniques. Information is turn-keyed to all staff members.
3. Administration, literacy coach, and teachers attend professional development given by third party – i.e.: Pearson - English Language Arts.
4. Administration, literacy coach, and teachers attend staff-provided professional development on Questioning and Discussion Techniques. Best practices are discussed and modeled.
5. Administration, literacy coach, and teachers use ARIS Learn Connect - Learning Opportunities - Questioning and Discussion Techniques to improve teacher pedagogy. Videos and worksheets are viewed and discussed.
6. Administration, literacy coach, and teachers attend weekly administrative grade level meetings. Materials such as DOK wheels and Danielson's Framework for Teaching packets are provided and discussed with an emphasis on 3b – Questioning and Discussion Techniques.
7. Administration, literacy coach, and teachers attend weekly curriculum planning sessions where curriculum maps, lesson plans, pre- and post-tests, and culminating tasks are created and revised.
8. Inter-visitations are provided. Teachers observe other teachers teaching.
9. Administration observes teachers and gives timely, effective feedback. The observation and feedback cycle will refer to last school year's cycle.

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

1.-9. Principal; Assistant Principals; Literacy Coach; All Teachers, including Reading Specialists and Enrichment Teacher

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

1.-9. Administration reviews Advance reports to check teacher progress in the Component 3b - Questioning and Discussion Techniques. Administration looks for trends and areas of strengths

and weakness.

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

1.-9. September, 2014, to June, 2015

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

- 1. – 9. Administration, literacy coach, and teachers meet weekly during grade meetings and Instructional Team Meetings.
 - 1. – 9. Administration, literacy coach, and teachers attend Lunch and Learn professional development sessions.
 - 1. – 9. Substitutes are hired for teachers to attend out-of-school professional development opportunities.
- 1. – 9. Weekly sessions held on Tuesday during extended day professional work time.
- 1. - 9. Weekly C6 meetings are incorporated into teachers’ schedules.
- 1. - 9. Common prep planning periods are incorporated into teachers’ programs.
- 1. - 9. Period 0 per session opportunities are offered to teachers.
- 1. - 9. Teacher prep periods are used for inter-visitations.
- 1. - 9. Teacher prep periods are used for frequent meetings.

Strategies to Increase Parental Involvement

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

- 1. School website – www.ps101k.com
- 2. Teacher blogs
- 3. Student and Parent Reflection Logs
- 4. Student Progress Reports
- 5. Focus Letters to Parents for Unit Studies
- 7. Independent Take-Home Projects
- 8. Parent Workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015, we will implement the Basic Writing Pilot in four classes ranging from grade 2 through grade 5. One hundred percent of our 2-5 participating classroom teachers, with the combined effort of our Reading specialists, will ensure that every student participating in this program will produce eight writing pieces.

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.

Administrative observations and teacher feedback revealed the need for a basic writing program to be used in conjunction with our current writing program, Ready Gen. On-going professional development in this writing pilot will determine if this program will sufficiently meet the needs of all learners.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Administration, literacy coach, and teachers attend professional development given by third party – i.e.: Basic Writing Skills with Dr. Judy Hochman - on using this valuable program.
2. Weekly meetings with the Writing Team.
3. Weekly professional development during extended day periods to train teachers.
4. Administration, literacy coach, and teachers participate in weekly curriculum planning meetings.
5. Administration, literacy coach, and teachers participate in weekly grade meetings and Instructional Team meetings.

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

1. – 5. Principal; Assistant Principals; Literacy Coach; Selected Teachers, including Reading Specialist

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

- 1.– 5. Inquiry Meetings and monthly data collection; collection of grade meetings minutes; student work samples; pre-test activities, post-test activities, and benchmark tests to check students’ understanding; DORA

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

1. September, 2014, to June, 2015

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

1. Administrations members and literacy coach are able to attend professional development opportunities that are held inside and outside the building. Substitutes are hired for teachers to attend out-of-school professional development opportunities.
2. Professional development periods are scheduled into staff’s programs.
3. Word Banks are kept by the students in the back of students’ journals/notebooks. Word Banks are places where students can keep a list of words they have learned so that they can refer to them as needed. Students use the words in their speaking and writing.
4. Vocabulary lists are kept by the students on index card ring binders. Similar to Word Banks, vocabulary lists on index cards help students use the words in their speaking and writing. The rings are good organizational tools for students.
5. Writing assignments are given daily.
6. Classrooms are print-rich environments.
7. Basic Writing Skills posters will be used in classrooms.
8. Using ReadyGEN, teachers guide students through Writing Routines that help students build writing knowledge and writing skills
9. Teachers facilitate language-based lessons in whole group and in small groups to help students build writing knowledge and writing skills.
10. Teachers use organization-based templates to help students build writing knowledge and writing skills.
11. Writing instruction is built into literacy block. Writing lessons take place during whole group instruction, small group instruction, differentiated instruction, peer conferencing, learning style learning, multiple intelligence grouping, cooperative learning.

Strategies to Increase Parental Involvement

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

1. School website – www.ps101k.com
2. Teacher blogs
3. Student and Parent Reflection Logs
4. Student Progress Reports
5. Focus Letters to Parents for Unit Studies
6. Independent Take-Home Projects
7. Parent Workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June, 2015, 100% of our students, grades kindergarten through five, will participate in programs designed to encourage healthy living, good nutrition, and physical fitness.

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.

Parent surveys indicated a need for our students to participate in a healthy lifestyle program which will encourage healthy living.

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.

• **Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will be trained in the Move to Improve Program, a classroom based physical activity program designed by the New York City Department of Education (DOE) and the New York City Department of Health and Mental Hygiene (DOHMH) to increase physical activity among students, K-5, in elementary school.
2. Spring health assemblies will be held for all students, grades Kindergarten through five, to encourage healthy living.
3. FitBit walking trackers are used by selected students to measure how many steps they are taking each day and to encourage students to walk more. This is a pilot program which, if successful, will be expanded next school year.
4. School Guidance Counselor will initiate the GoNoodle.com yoga program in the classroom for teachers and students.
5. We have secured several Marquis Studios pARTnership residencies for this year:
Kindergarten: Creative Movement
2nd Grade: Circus Arts
3rd Grade: Wellness
5th Grade: Broadway Dance

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

1. – 5. Principal; Assistant Principals; All Teachers

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

1. Student surveys
2. Parent surveys
3. FitBit tracking data
4. Students' Fitness Gram results
5. Classroom observations

• **Timeline for implementation and completion including start and end dates**

1. September, 2014 – June, 2015

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

1. Move to Improve Program resources, including CD and manual
2. Access to the GoNoodle.com resources
3. FitBits and available company resources
4. Access to Marquis Studios' professionals and materials

Strategies to Increase Parental Involvement

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

1. School website – www.ps101k.com
2. Teacher blogs

3.	Student and Parent Reflection Logs
4.	Student Progress Reports
6.	Independent Take-Home Projects
7.	Parent Workshops

Budget and Resource Alignment

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

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

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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.

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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.

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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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

2.

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

1.

Strategies to Increase Parental Involvement

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

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Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Kindergarten – grade 5 students receive intervention instruction in Orton-Gillingham, as needed, as well as grade-appropriate instruction to have our students become more college and career ready. Grades 3 – 5 students are instructed in the Strategic Intervention component of the Reading Street program. Vocabulary and comprehension skills and strategies are stressed in leveled readers. Test prep is also taught. Our academic intervention providers will continue to focus on aligning instruction to the Common Core State Standards.</p> <p>In the school year 2014- 2015, our school will continue to utilize an academic intervention teacher who is well-versed in the Orton-Gillingham methodology. This provider will work with SWD and at-risk students in order to strengthen the necessary phonemic and decoding skills required to learn how to read and write. “The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step-by-step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.”</p> <p>http://www.orton-gillingham.com/index.aspx.</p> <p>We have an Orton-Gillingham specialist working as a cluster teacher to provide students in grades Kindergarten through two with extra instruction in this methodology.</p>	<p>The service is provided in small groups of approximately 10, one period per day, four to five days per week to students in grades K – 5.</p>	<p>The service is provided during the school day and during after-school programs.</p>

Mathematics	<p>We have one Math service for the 2014-2015 school year. Children learn mathematical concepts, skills, and strategies through literature, music, physical education, the use of manipulatives, and technology. The application and utilization of IXLCommonCoreMath.com will enable the students to practice skills aligned to the Common Core State Standards. It will also familiarize parents with the expectations of the grade level their child is on. Students will be provided with tasks that enable them to apply skills they have learned. Students will realize the importance of problem solving in everyday real-world situations. In the academic year 2014- 2015, our academic intervention provider will continue to focus on aligning instruction to the Common Core State Standards and to have our students become more college and career ready.</p>	<p>The service is provided in small groups of approximately 10, one period per day, four to five days per week to students in grades 1 – 4. The service is provided as a “push-in to the classroom” program two periods per day, five days per week in grade 5. the classroom” program</p>	<p>The service is provided during the school day and during after-school programs.</p>
Science	<p>We have two Science coordinators for the 2014-2015 school year. Science support is given to the classroom teacher during the Science block by the Science coordinators. At-risk students are taught through differentiated instruction with a more hands-on, multi-sensory approach and with the use of leveled resources, pictures, technology, and realia.</p>	<p>The support is given as part of whole-class instruction.</p>	<p>The service is provided during the school day.</p>
Social Studies	<p>We have one Social Studies coordinator for the 2014-2015 school year. Social Studies support is given in the classroom during the Social Studies block by the Social Studies coordinators. At-risk students are taught through differentiated instruction using leveled resources, pictures, realia, technology, and the Houghton Mifflin series.</p>	<p>The support is given as part as whole-class instruction.</p>	<p>The service is provided during the school day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At-risk service sessions detail improving concentration and focusing skills, as well as developing a habitual, systematic approach to completing assignments, behaving properly, and listening effectively throughout the course of the school day. Crisis services, educationally-related support, social skills training, and bibliotherapy are provided, never exceeding 6 to 8 weeks.</p>	<p>The service is provided on an individual and small group basis, as needed</p>	<p>The service is provided during the school day.</p>

	<p>Counseling services include emergency intervention meetings with parents, teachers, and students scheduled on an as-needed basis. Services are provided on Wednesdays and Fridays.</p> <p>Physical Therapy: Gross motor skills are developed using a hands-on manipulative approach. School and classroom mobility are targeted goals of this program. Attention will be placed on playground and recess participation to encourage full access to all student activities.</p> <p>Occupational Therapy: The development of fine motor skills is the focus of this service. This service promotes health by enabling students to perform meaningful and purposeful activities. The therapist helps students improve their basic motor functions and reasoning abilities. Students will strive for independence in the school setting.</p>		
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Formal recruiting and interviewing is on-going in order to attract highly qualified teachers. • Administration works closely with non-tenured teachers in the development of tenure portfolios to ensure that all staff members become highly qualified. • We have established a Human Resource Committee within our school. • We collaborate with local colleges such as Brooklyn College, Saint Joseph's College, Touro College, Adelphi University, City College, and Kingsborough College in their efforts to provide student-teacher opportunities in our school. These student-teachers obtain a working knowledge of the day-to-day operation of a school building, as well as train to our policy of high academic standards. • Teachers are provided with frequent and relevant professional development in such areas such as the Common Core State Standards, Orton-Gillingham, Teaching Matters Technology, teacher effectiveness, the Danielson Framework for Teaching, Questioning and Discussion Techniques, Writing, close reading, and text-dependent questions. • Needs assessment surveys are conducted regularly.

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).
<ol style="list-style-type: none"> 1. Administration, literacy coach, and teachers attend professional development provided by Network 605. Information is turn-keyed to all staff members. 2. Administration, literacy coach, and teachers attend professional development given by third parties – i.e.: Pearson - English Language Arts and GO! Math Training on utilizing these valuable resources are provided. 3. Administration, literacy coach, and teachers attend staff-provided professional development. Best practices are discussed and modeled. 4. Administration, literacy coach, and teachers use ARIS Learn Connect - Learning Opportunities - Questioning and Discussion Techniques to improve teacher pedagogy. Videos and worksheets are viewed and discussed

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 <i>the intent and purpose</i> 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 funding allows us to meet the needs of students at all academic levels and not just those who are below grade level.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Incoming kindergarten students and parents are welcomed to our family with a family workshop. The parent/child workshop includes a Meet and Greet that establishes grade expectations for success and a tell-all about our school and instructional programs. Our Parent Coordinator hosts this workshop with guest speakers from the administrative team, our Early Childhood Assistant Principal, and Kindergarten Grade Leader. Our grade leader presents the academic and social-emotional parts of the whole child, and explains the learning goals and student responsibility in this process. Parents were given an opportunity to ask questions and concerns in preparation for kindergarten. A Kindergarten Start-Up Kit was distributed that includes craft materials for drawing, painting, coloring, and cutting. In addition, writing (word/letter/number work) activities were provided for student practice.

Our School Psychologist prepares the incoming kindergarten Turning Five evaluations to ensure placement and IEP goals are met and addressed with appropriate settings. Parent meetings and action plans are implemented for meeting student needs, interests, and abilities.

Our ESL teaching staff coordinates entrance language exams (LAB-R) during the month of August with parents of incoming kindergarteners to ensure student needs are met with appropriate programs of instruction. ESL teachers use the Home Language Survey to measure qualifications of English Language Learner testing, as per state regulations, to meet student abilities in the four modalities of reading, writing, speaking, and listening for service status (no service needed, beginner, intermediate, advanced).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet weekly in Instructional Team meetings and Grade Level meetings to discuss and assess curriculum and its impact on student learning. Teachers also develop and review assessments at these weekly meetings. Vertical teams and horizontal teams meet, discuss, and decide on appropriate curriculum for students. Teachers attend curriculum fairs to review available materials and assessments, decide on their usefulness to our students, and make recommendations. Third-party vendors are invited to our school to showcase and demonstrate their materials. Teachers review materials, decide on their usefulness to our students, and make recommendations. Teachers triangulate the data to check validity of assessments and decide if they are worthy.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

P.S. 101 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 6. that parents play an integral role in assisting their child's learning;
 7. that parents are encouraged to be actively involved in their child's education at school;
 8. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 9. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1. P.S. 101 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - Through the School Leadership Team, we will discuss activities and actions that will be the basis of P.S. 101's Parental Involvement Plan. In our Leadership meetings, all parents, including Title I parents, are informed of the school-wide curriculum agendas and these topics are fully discussed.
 - At Parent-Teacher Association meetings, parents, teachers, and staff will mutually discuss and determine what activities would be beneficial in improving parental involvement.
 - Through constant communication and parent workshops, our parent coordinator is fully aware of the needs expressed by our school's parents. Workshops are scheduled to address those needs.
 - School and community surveys will be utilized and analyzed to determine the climate of the school community and its needs. The results of our 2013-2014 School Survey noted that 99% of our parents either strongly agreed or agreed that our school "keeps me informed about my child's academic progress." 96% of our parents either strongly agreed or agreed that they are satisfied with "the education my child has received." 99% of our parents either strongly agreed or agreed that our school keeps parents informed about their child's academic progress. 98% of our parents either strongly agreed or agreed that our school communicates with parents in a language that they can understand. 100% of our parents either strongly agreed or agreed that they feel welcome at our school. 98% of our parents either strongly agreed or agreed that our school is safe.
 - Through Title I funding, language translators are made available for translation purposes at PTA and PS 101 general meetings to ensure clear and proper communication between the school and parents.
 - School-wide backpack letters are sent in Chinese, Urdu, Russian, and Spanish, as well as English, for parent perusal.
 - Seminars will be conducted by the Parent Coordinator to assist the Team in determining the extent of parent involvement and what could be improved.
 - Provide Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff members may provide translations into parents' native languages and assist in other outreach services.

- 2. P.S. 101 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - Informal discussions
 - School Leadership meetings
 - Instant Messenger phone reminders
 - Family Nights
 - Open School Nights
 - PS 101 General Meetings
 - Needs Assessment Survey
 - Learning Environment Survey
 - School Report Card
 - Parent Coordinator input
 - Parent Association Meetings
 - Articulation with administration and teachers
 - Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting, and other activities on a district wide or school-by-school basis during, before, or after the regular school day.
 - Implementation of Title III Immigrant funds to support families of our school community in additional educational opportunities.

- 3. P.S. 101 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

- Parent Teas with classroom teachers and Academic Intervention Service providers for back-to-school orientation.
 - Parent Workshop with our Speech Language Pathologists- *Speech and Language-What is Speech and Language? How Can You Help Your Child Succeed?*
 - Parent –Teacher Association Tea for teachers to meet and greet the parents.
 - Translation pens are available in the main office to enable non-English speaking parents with the ability to translate their own written words into English, as well as translate English into their native languages.
 - Title I funded translators upon request.
 - P.S. 101 Evening Family Engagement Activities: (Welcome Back to School Night, Family Movie Night, Holiday Shows, Theatrical Productions, Family Fun Night, and the Annual Talent Show)
 - Evening seminars will be held to familiarize parents with the format and content of State Standardized Exams.
 - English language seminars for non-English speaking parents.
 - Funded teachers will meet with Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - The Parent Coordinator will provide materials for parents to use at home to improve strategies and skills learned by the students.
 - Our Social Worker and Parent Coordinator will hold monthly meetings for parents with topics that are of high interest and concern to our students’ families.
 - Bilingual newsletters and notices will be given out to reach and inform non-English speaking parents.
 - Training parents to provide them with the skills they need to be more effective partners in their children’s education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.
- 4. P.S. 101 will coordinate and integrate Title I parental involvement strategies under the following programs:**
- Funded teachers meet to discuss and inform Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - ARIS Parent Link- password and user name magnets to assist parents in accessing student information.
 - PTA-sponsored courses for parents of Title I students; PTA to buy the supplies needed for the courses.
 - Title I funding will be used to provide educational courses for parents to assist their children at home. PTA will conduct appropriate Title I meetings with parents/guardians.
- 5. P.S. 101 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy ability, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary and with the involvement of parents, its parental involvement policies.**
- Presentation at School Leadership Team meetings - 2014-2015. The Parent Involvement Policy will be reviewed and updated at general meetings
 - Presentation at Parent-Teacher Association meetings - 2014-2015. Parents will present the Parent Involvement Policy at PTA meetings for feedback and revision.
 - Parent feedback through surveys, School Environment Survey, Parent Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
 - Meeting agendas and sign-in sheets will reflect parent participation.
 - On-going articulation with the administration and teachers to monitor effectiveness of the program.
 - Tracking PA attendance for non-English speaking parents.

6. **P.S. 101 will build the school's and parents' capacities for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement through the following activities specifically described below:**
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. the state's academic content standards
 - ii. the state's student academic achievement standards
 - iii. the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
7. **Training Parents to provide them with the skills they need to be more effective partners in their children's education.**
- may include workshops on topics such as understanding Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.
 - School seminars/workshops describing and informing parents about state standardized tests, their impact on their children's education, and evaluation of scores.
 - Review School Report Card, Environment-Parent Survey, and Progress Report for parent understanding.
 - Reporting to parents on their children's progress including conducting parent-teacher conferences; making accessible other educational personnel to confer with parents; and allowing parents to observe program activities.
 - Providing to the fullest extent possible information, programs, and activities in a language and form that parents can understand.
 - Providing reasonable support for parent involvement requirements and other relevant program provisions.
 - a. **The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:**
 - i. Translators will be provided at PTA meetings to ensure the needs of all parents are being met.
 - ii. 21K101PA@schools.nyc.gov - the PTA e-mail
 - iii. <http://www.ps101k.com> - the school website
 - iv. The PTA webpage on the school's website
 - v. Parent informational workshop on the Common Core State Standards
 - vi. Parent progress reports on student performance on the ELA and Math CCSS bundles/units.
 - vii. Online podcasting of teacher lessons
 - viii. Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.
 - ix. Class Dojo
 - x. Remind App
 - b. **The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:**
 - i. Providing Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.

- ii. Convening an annual meeting of Title I parents to inform them of the Title I program and their right to be involved.
- iii. Offering a flexible number of meetings at various times and, if necessary and if funds are available, providing transportation, child care, or home visits for those parents who cannot attend a regular school meeting.
- iv. Actively involving parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- v. Providing parents with timely information about all programs.
- vi. Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- vii. Providing high quality curriculum and instruction.
- viii. Dealing with communication issues between teachers and parents
- ix. Holding parent-teacher conferences at least annually.
- x. Frequent reports to parents on their children's progress.
- xi. Reasonable access to staff.
- xii. Providing opportunities for parents to volunteer and participate in their children's classes.
- xiii. Having parents observe classroom activities.
- xiv. Conducting a minimum of 5 parent workshops.
- xv. Assuring that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy.
- xvi. Implementing workshops on reading strategies.
- xvii. 21K101PA@schools.nyc.gov
- xviii. <http://www.ps101k.com>
- xix. All students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
- xx. Online podcasting of teacher lessons
- xxi. Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:**
- i. Having the Parent Coordinator establish a parent resource center to provide information and instruction to parents.
 - ii. Developing instructional resources for use by parents and by parent trainers. These may include handbooks describing Title I programs; skills building materials, which include enrichment skills; learning games and homework helper ideas; and school community resource information such as Dial-A-Teacher services. Establishing and running a parent resource center or lending library with materials such as trade books and math manipulatives for parents to use with their children.
 - iii. Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district wide or school-by-school basis during, before or after the regular school day.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:**
- i. Providing information about the program to parents in a timely way
 - ii. The Instant Messenger Service - provides voice and text information to parents
 - iii. 21K101PA@schools.nyc.gov - the PTA e-mail
 - iv. <http://www.ps101k.com> - the school website
 - v. The PTA webpage on the school website
 - vi. School notices delivered in both English and other languages.
 - vii. Holding regular Parent-Teacher conferences in September, 2014, and November, March, May, 2015.
 - viii. Introduce The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices such as school closings, special events, student absences, and emergency information.
 - ix. Every teacher will make at least 2 parent outreach phone calls regarding students in his or her class per month.
 - x. Increasing communication via the world wide web (PTA e-mail account, PS101 school e-mail account, school website www.ps101k.com, PTA webpage on school website, backpack letters translated into various languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.
 - xi. Introduce and encourage parents to use the Aris Parent Link for parents to keep abreast of their children's academic development.
 - xii. Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents'

capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with their children for parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by “Title I Sub-committee”. This policy was adopted by the P.S. 101 SLT on September 9, 2008. This School Parent Involvement Policy was updated in September, 2014, and will be in effect for the period of September, 2014– June, 2015. The school will distribute this policy to ALL parents of participating Title I, Part A children in December, 2014

Part B: School-Parent Compact

P.S. 101, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-15.

Required School-Parent Compact

School Responsibilities

P.S. 101 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- i. To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- ii. To provide high quality curriculum and instruction through extensive professional development programs and curriculum planning.
- iii. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., Presentation at School Leadership Team meetings-2014-2015, presentation at Parent Association meetings - 2014-2015, parent feedback through surveys, School Environment Survey, Parent-Teacher Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
- iv. Meeting agendas and sign-in sheets will reflect parent participation.
- v. On-going articulation with the administration and teachers to monitor effectiveness of the program.
- vi. Tracking PTA attendance for non-English speaking parents.

INITIATIVES

- Inquiry Team (Analyze Data)
- Instructional support for Math, Science, and Technology
- Grades K-5 will have Orton-Gillingham training

Kindergarten Residency– Creative Movement

- **Kindergarten** will have a Creative Residency from Marquis Studios: In this course, the student explores ways of expression and connection through dance. The format draws strongly on modern dance, emphasizing the creative exploration of the student to his surroundings. Through these exercises, the class develops coordination, body awareness, and new ways to be in contact with others, by performing for parents and peers, the student gains self confidence and experience the power of this art form in communication. In an adaptation of this program, we explore the art form of dance as it is used in different cultures, both artistically and socially. The choice of particular traditions of dance movement is based on cultures the classroom teachers are studying. In the early-childhood grades the teacher begins with exercises that build special awareness and group cooperation. Some of the exercises include the class making shapes with their bodies or playing movement games. As the student learns the skills of body control, movement with intention and movement as a means of self expression, the dance movements become more complex and basic dance vocabulary is introduced. <http://marquisstudios.org/?s=creative+movement>

Grade 1 Residency – Abstract Art

Grade 1 will have their residency in Abstract Art from Marquis Studios - This program encompasses techniques of collage, painting, and drawing. In this course, students will learn about representing their ideas and feelings through the use of abstract art using geometry, spatial relationships and color fields instead of literal representations of the world around them. Students will learn about balancing composition and space in their creations. They will be inspired by music as well as by the works of various famous artists. Students will finish this course of study knowing that the paint Jackson Pollack used was not just thrown down randomly, that much thought and planning goes into seemingly simple works of art. Marquis Studios' teaching artists have taught this program to students from 1st grade and up. Understanding and using Abstraction is not intellectually daunting for students; it is intellectually stimulating. <http://marquisstudios.org/?s=abstract+art>

Grade 2 Residency - Circus Arts

- **Grade 2** will have their residency in Architecture of the Neighborhood from Marquis Studios: Students will explore the history and social fabric of their neighborhood through the eyes of an architect. They will learn how to judge a building's age based on its architectural style and features. Students will study the meaning of the built environment to those who live in it and either through model building or drawing reproduces neighborhood features. Skills taught — dependent on age level of students and previous exposure to architecture — will include drawing to scale, scale model building, drawing buildings as pictures (rendering) and drawing buildings to scale (elevation). <http://marquisstudios.org/?s=architecture+in+the+neighborhood>

Grade 3 Residency – Healthy Living Through Dance

- **Grade 3** will have a Healthy Living Through Dance residency from Marquis Studios. This program will encourage and support students in physical education and wellness through dance and movement in yoga, stretching/breathing/relaxation, and exercises for mind, body, and soul.

Grade 4 Residency - Digital Architecture

- **Grade 4** will have an Origami residency from Marquis Studios. In this program students are introduced to the ancient Japanese art of paper folding, both a cultural and an artistic form of expression. Enshrined in Shinto, the national religion of Japan, origami is practiced by young and old alike. Through the practice of making objects such as animals, geometric figures, and decorative items out of square sheets of paper, the class will be exposed to the historic aspects of the art, as well as specific terminology and concepts. Students will learn techniques such as the mountain and valley fold, the bases, reverse folding and the interpretation of folding diagrams. A plastic art, the practice of origami allows students to influence three-dimensional form by altering paper to create relationships of folds, angles and planes. By introducing the creative use of geometry, the teacher will instruct the class how shape, volume, symmetry, division, and proportion play a key role in transforming flat pieces of paper into objects in-the-round.

Grade 5 Residency - Broadway Dance

- **Grade 5** will have a Broadway Dance residency from Neighborhood Music and Arts. In this residency, students will learn ball room dancing. This will provide the students an opportunity to engage in partner dances including the Tango, Fox Trot, Swing, Salsa, Meringue, and Waltz. Skills studied include general and style-specific dance vocabulary, appropriate dance etiquette, the ways that dance is used in communities for celebration or storytelling, who-when-where a particular dance would be performed, balance, timing and rhythm, connecting dance to music using correct counts, partnering, ensemble work, listening to and following directions, performing for others, and the history and cultural origins of the dances. <http://neighborhoodarts.org/Catalogue.html>
- Common Core Curriculum training for teachers
- Orton-Gillingham training for teachers in grades K-3
- ARIS training
- Acuity training
- Data Specialist professional development
- Reading Coach-curriculum planning
- SMARTBoard training
- New teacher mentoring
- Test-taking skills training

PROGRAMS

- McGraw Hill – (Science and Math)
- FOSS Kits – (Hands-on Science Materials)
- Orton-Gillingham teaching methodology - As described by Orton Gillingham: “The Institute for Multi-Sensory Education's training programs are based on the Orton-Gillingham method of reading instruction developed by Dr. Samuel T. Orton and educator Anna Gillingham. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing and spelling.
The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step-by-step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.” <http://www.orton-gillingham.com/index.aspx>
- Reading Street – literacy program
As described by Pearson Learning: “Reading Street is the first program tailored specifically to the requirements of Reading First, a nationwide mandate to enable all students to become successful early readers as created by the No Child Left Behind Act (NCLB) signed into law by President George W. Bush in 2002. Solidly anchored in the most current scientific research, Reading Street focuses on the priority skills that are proven to be indicators of reading success identified by the National Reading Panel phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
Created by nationally recognized experts, practitioners, and researchers, Reading Street is designed to help teachers build readers through a wealth of reliable teaching tools for instruction, pacing, assessments, and grouping. It prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.” <http://www.pearsoned.com/about/index.htm>
- Resource Room – “Teachers’ Lending Library” - Literacy Coach
- Three lunch periods (K/3) / (1/4) / (2/5) with Traffic Light System for noise reduction
- DORA-diagnostic online reading assessment for grades 2-5
- ECLAS-2 for grades k-1

TECHNOLOGY

- SMARTBoards – All classrooms
- SMARTTable
- DORA-diagnostic online reading assessment for grades 2-5
- Apple iTouches for the ESL program
- V-cast/Podcast instruction
- Laptops in classrooms
- ELMO for classroom use
- Translation Pens for ELL parents
- Hand-held response system
- SMARTBoard - Intervisitation and training sessions for teachers
- Book of the Month “blog” link on school website
- Classroom Blogs
- Sound system for auditorium
- Video Conferencing with other schools
- New teacher workshop – “Power Point” presentation
- www.ps101k.com – translatable into 8 languages

EXTRA-CURRICULAR ACTIVITIES **ENRICHMENT/ STUDENT RECOGNITION**

- Morning sports program
- Cheerleading Squad
- Vikings Basketball Team
- Art Club
- Yearbook Club
- Student Government
- Character Dress-Up Dance
- Spring Dance
- Early Childhood Halloween Parade
- Early Childhood Pumpkin Patch
- Field Days – Grades 3-4-5
- Teacher-Student Basketball games
- Principal Honor Roll
- 5th Grade Honor Society
- Post-exam parties
- After-School Programs
 - Test Prep
 - ELL support for children / parents
 - TASC – The After School Corporation
 - Promotional Prep Group
- Student of the Month
- Book of the Month
- Optional choices for Professional Development
- “Words of Wisdom” – daily thought-provoking stories
- Classroom websites

COMMUNITY INVOLVEMENT

Penny Harvest
Parent Outreach: automated phone system, e-mail, standard mail, and backpack letters
New York Knicks - Get Up and Read program
Pennies for Patients
Chorus visits (and sings) at Senior Centers
Holiday Boutique
Winter Early-Childhood Assemblies
Scholastic Book Fair
Bake Sales
Carnival
Family Night / Movies
Book donation program
Collection of box tops
Recyclable ink cartridges
Community Lending Library Grant
Fire Safety Assembly / Simulation
Assembly to prevent bullying
District Spelling Bee
Moving-Up Ceremonies – Kindergarten classes
5th Grade Graduation Ceremony
Back to School Night (evening)
Parent Teas (during school day)
www.ps101k.com –translatable into 8 languages
Trip/School Calendars
Daily Lunch Menu
On-line Student of the Month Celebrations
Welcome letters of expectations for the grades (July-September; posted on website with supply lists) and mid-year expectation letters/books to parents
Fifth Grade Yearbook

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. To deal with communication issues between teachers and parents through:

- Parent-teacher conferences which will be held in September 2014, November, March, and May 2015.
- Frequent reports to parents/guardians on their children's progress
- Parents having reasonable access to staff
- Parents having opportunities to volunteer and participate in their children's classes
- Observation of classroom activities
- To conduct a minimum of 5 parent workshops
- Providing information about the program to parents in a timely way.
- 21K101PA@schools.nyc.gov - the PTA e-mail
- <http://www.ps101k.com> - the school website where blogging is possible
- Use The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices such as school closings, special events, student absences, and emergency information.
- Every teacher will make at least 2 parent outreach regarding students in his or her class per month.
- Increasing communication via the world wide web (PTA e-mail account, PS101 school e-mail account, school webpage www.ps101k.com , The Verrazano Wonderings blog), newsletters, backpack letters translated into various

languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.

- Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

- Profiles and individual student assessment results for each child and to provide other pertinent individual and school district education information.
- Annual Report Cards to be given out in November, February, and June
- Annual student progress reports given out in February, 2015.
- Frequent reports to parents/guardians on their children's progress
- ARIS Parent Log-in
- The distribution of the State English Language Arts and Math exam results - NYSTART, ECLAS results, and Acuity results will be distributed to the parents.

4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- The staff will be available for consultation with parents/guardians during their weekly prep periods.
- Parent-Teacher conferences will provide a forum for parents to speak with their children's teachers for progress updates as well as suggestions for further instruction on how to assist the needs of their children.
- Open School Week will give parents/guardians an opportunity to attend classes and observe instruction.
- Parent Teas provide an opportunity for parents/guardians to learn about the classroom experience.
- Parents as Partners for classroom trips.
- The Parent Coordinator is readily available in person and on the phone.
- Scheduled appointments through the Main Office.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parent Teas will be held in September to welcome back the parents, acquaint the parents with the curriculum, and provide an opportunity for discussion.
- Parents are frequently asked to attend class trips.
- Parents are encouraged to participate in celebrations such as classroom holiday parties, school dances, parades, special events, and shows.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Ways to improve parental involvement are continually discussed at PA and School Leadership Team meetings.
- An annual meeting of Title I parents to inform them of the Title I program and their right to be involved will be held.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools) in an organized, on-going, and timely way.

- Parents will be provided with timely information about all programs during School Leadership meetings, Parent-Teacher Association meetings, and through the Parent Coordinator. Parental input will be taken into account at these meetings.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to

attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Translators are available upon request.
- Translators available during school functions for interpretation to parents.
- School notices are made available in several languages when needed.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- The printed school calendar lists all upcoming special events and happenings.
- The school website lists all upcoming special events and happenings.
- The automated phone messenger service contacts parents about upcoming events and happenings.
- Notices are given out on a regular basis to inform our school community of upcoming events.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to parents an individual student report about the performance of their children on the State assessment in at least Math and Language Arts.

13. Provide parents timely notice when their children have been assigned or have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in my child's classroom.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Visit our school's webpage to keep abreast of current happenings at my child's school.

Parent Responsibilities

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students,
- To listen to grade 2 and 3 students read for 15-30 minutes per day.
- To monitor his/her child's/children's:
 - a. attendance at school.
 - b. homework.
 - c. television watching.
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

5.
DBN: 21K101

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been
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		(Refer to Galaxy for FY '15 school allocation amounts.)	described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$566,743.32	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$32,787.00	X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,418,534.00	X	See action plan

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 101
School Name The Verrazano School		

B. Language Allocation Policy Team Composition [i](#) 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 Gregg Korrol	Assistant Principal Elisa Kane/Patricia Percaccio
Coach	Coach
ESL Teacher Jessica Rivera	Guidance Counselor
Teacher/Subject Area Maria Lupo/ESL	Parent
Teacher/Subject Area Margaret McQuade/ESL	Parent Coordinator Margaret Lloyd
Related Service Provider Neal Willner	Other Grace Siggia/ESL
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	881	Total number of ELLs	164	ELLs as share of total student population (%)	18.62%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	1	1	3	3	3	3	0	0	0	0	0	0	0	14
Pull-out	4	4	1	1	1	1	0	0	0	0	0	0	0	12
Total	5	5	4	4	4	4	0	26						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	151	ELL Students with Disabilities	38
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	151	0	28	13	0	10	0	0	0	164

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	151	0	28	13	0	10	0	0	0	164
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	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	7	10	11	7	4	5	0	0	0	0	0	0	0	44
Chinese	13	12	8	9	6	4	0	0	0	0	0	0	0	52
Russian	4	4	4	1	4	0	0	0	0	0	0	0	0	17
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	7	3	3	1	0	0	0	0	0	0	0	0	15
Arabic	4	2	1	2	0	2	0	0	0	0	0	0	0	11
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Albanian	1	0	0	1	2	0	0	0	0	0	0	0	0	4
Other	1	4	1	5	3	3	0	0	0	0	0	0	0	17
TOTAL	32	41	29	28	20	14	0	164						

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)	15	8	16	9	4	5	0	0	0	0	0	0	0	57
Intermediate(I)	2	6	2	5	8	3	0	0	0	0	0	0	0	26
Advanced (A)	15	27	11	14	8	6	0	0	0	0	0	0	0	81
Total	32	41	29	28	20	14	0	164						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	2	0	0	19
4	9	3	0	0	12
5	14	5	1	0	20
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	8	0	6	0	3	0	1	21
4	2	3	2	6	0	2	0	1	16
5	3	11	1	4	1	3	0	1	24
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	1	8	1	4	16
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 DIBELS, DORA and Orton-Gillingham assessments are used when assessing the early literacy skills of our ELLs. The data collected is used to analyze our ELLs' abilities and to inform our teachers of student weaknesses and strengths. These assessments provide data that is essential to our schools instructional plan as it helps us decide on the goals for each individual student and reveals the

weaknesses for which support is necessary.

The data provides numerous insights. As expected, our ELL newcomers enter the school weak in the basics of phonemic awareness and phonics. In grades K, 1, and 2 Beginner and Intermediate students show a mastery of letters and sound recognition after just one year of service. However, they are weak when it comes to recognizing spelling patterns and self-expression when using academic language. The advanced groups indicate a mastery in decoding but a clear weakness in vocabulary. In grade 3 and beyond, the intermediate and advance groups are often very capable in obtaining the reading levels appropriate for their grade level, but DORA shows that they perform poorly in vocabulary and comprehension. They do, however, demonstrate mastery in basic oral interpersonal skills and letter to sound recognition. Since academic language in speaking and writing hinges on vocabulary mastery, they have been a sticking point for intermediate and advanced ELLs, specifically for those who have plateaued at their current language levels. As ELLs move up in grades, it is also clear that they may not achieve 3s on their state exams as easily as in 3rd grade. While our upper grade ELLs may be seemingly weak in performance, it is important to remember that many ELLs have tested out through the years. Those who need RtI, targeted support and our best efforts tend to be long term ELLs who have received 3 or more years of ESL services.

The above information helps to inform our school's instructional plan. We continue to pursue the best methods, practice and approaches to support our ELLs during and beyond school hours. For example, the Orton-Gillingham Approach targets weak phonics and decoding skills; Reading A-Z and RAZ Kids target fluency and comprehension; Wordy Wise has been shown to make significant gains in ELL vocabulary; etc. Both classroom and ESL teachers will also make use of strategies, such as small group instruction, active word walls, explicit vocabulary instruction, etc. Our school also provides vigorous exposure to authentic texts and academic language strategies, while working to improve our ELLs' writing skills. Our ELL population has shown improvement with these strands when using the above techniques and approaches.

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

The LAB-R and NYSESLAT data reveals several patterns about the proficiency levels and grades of our ELLs.

- Our population tends to weigh in heavily at the advanced level across all grade levels. In fact, their numbers are greater than the number of beginner and intermediate students in grades 1, 3, 4 and 5 while coming close to even in grades K and 2. This indicates that our students are able to gain English language proficiency if they join our school at an earlier age. It also indicates that students in the advance level need more intensive instruction regarding academic language and critical comprehension skills in order to get out of the advanced proficiency level.
- In grades K and 2, there are many beginners. In kindergarten, this is the norm, but the high number of beginners in 2nd grade could be explained by a realignment of grade bands in the 2013 NYSESLAT. We have since raised the expectations for our first graders.
- The number of students eligible for continued entitlement as per the NYSESLAT decreases as they move along the grade continuum. This is evidence that our instructional practices are effective in helping our students obtain proficiency.
- Regardless of a dominant proficiency level group in each grade, there is a lot of movement across the grades. This indicates that our ELLs' needs change constantly throughout their academic career; we must continually check the data to ensure that our efforts are reflective of their ever-evolving needs.

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](#))

At the time of this writing, the Office of English Language Learners has confirmed that the RNMR report could not be printed this year to allow for an analysis of the NYSESLAT modalities.

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. Our ELLs are performing well on the NYSESLAT according to state standards and AMAOs. However, they are struggling with the ELA and math exams especially when there is no native language translation available for the test. Our ELLs struggle the most with the 2013 ELA state exam. Specifically, 40 (78.4%) of our 51 ELLs received 1s; 10 (19.6%) received 2s; 1 (1.9%) received 3s; and 0 received 4s. Our results are not traditionally this low, but we aim to push up our expectations with the new Common Core State Standards in full effect. In Math, 30 (49.2%) of our 61 ELLs received 1s; 19 (31.1%) received 2s; 9 (14.8%) received 3s; and 3 (4.9%) received 4s. Our grade 4 ELLs performed admirably on the Science State Exam. In Science, 1 (6.25%) of our 16 ELLs received 1s; 1 (6.25%) received 2s; 9 (56.3%) received 3s; and 5 (31.3%) received 4s. In the Math and Science exams, when

students had a translated available to them, ELL performance was stronger. However, not all ELLs opted to take the test in their native language due either to their comfort in the English language or a lack of ability to read their native language. The Common Core State Standards and new NYC curriculums in math and literacy bring with them an unprecedented opportunity to upgrade and revitalize our expectations for our ELLs. Moving forward, we strive to improve our best practices so that our ELLs' results on state exams will also improve this year.

b. This year, our principal has registered our ELLs for the ELL Periodic Interim Assessment. The results of this assessment will be used to help teachers address weaknesses in ELL language development in their classes. Since specific strand information will be available, the results will be very helpful in planning long- and short-term goals in the classroom. Our ESL teachers will also meet over common planning time with their grade(s) to share out the results and reflect on practices that have worked and strengthening instruction in areas that may be weak. This share out of results is especially important since ELLs benefit most from teachers should use ESL strategies around-the-clock. Our school recognizes that it is not just up to the ESL teacher to help ELLs succeed. The second periodic assessment will be especially useful for aligning instruction to meet student needs in the advent of both the NYSESLAT and ELA state exam. Administration will use the Interim Assessment results (like the NYSESLAT results) to tailor after school and morning programs to ELL needs. They will also use the results to help shape building-wide practices (i.e. ordering of teaching materials, subscriptions to ESL technology software, etc.).

c. Periodic assessments tell us that our ELLs need more exposure to vocabulary and instruction in reading comprehension. They struggle with comprehending what the passage or problem is telling them and how to extract the most useful information in the ELA, Math and Science exam. They also struggle when a question or information is presented in multiple formats, meaning their understanding of context and vocabulary is too rigid. We believe however that the ELLs do better in the Science Exam because they have more opportunities to demonstrate their understand without having to rely on writing. ELLs have access to their Native Languages during tests either through translated versions and/or bilingual glossaries. When possible, we encourage ELLs to write down what they understand during class in their native language if they are literate and able to take notes in that language.

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](#).)

It is paramount that appropriate care is taken to guide instructional decisions made on behalf of our ELLs without the Response to Intervention (RtI) framework. Oftentimes, the signs of a student struggling with second language acquisition mimic those of a student with a Learning Disability (LD). For this reason, evidence suggests that ELLs identified as students with disabilities (SWD) are oftentimes struggling with issues that did not stem from LDs. However, following the protocols outlined in the OELL's RtI Guide for Teachers of ELLs has helped our school design a more effective instructional program.

All ESL instruction is delivered within Tier I using rigorous and evidence-based methods. When a teacher is concerned about an ELL's performance, data is cultivated to back up that concern. If there is a considerable gap between grade expectations and a student's performance (with respect to an ELL's time in the country), the ESL teacher will step in to assess or share the student's progress in meeting second language acquisition goals. This is done by developing a portfolio of project-based assessments (and rubrics), notebook checks, and ESL program assessments when applicable.

If at this point an ELL is deemed at-risk, then specific prevention and intervention efforts are used to support them. In Tier II, both the classroom teacher and the ESL teacher will provide extra educational opportunities to target the ELL's needs either through small groups during regular classroom instruction, during extended day or recommendation into a morning/after school program. In about 4-6 weeks, the student is reevaluated for progress. If insufficient progress is made, then the child will be recommended for intensive and individualized instruction either through small groups via OG and/or Reading/Math club. It is in our interest to work systematically when addressing at-risk ELLs so that inappropriate referrals can be avoided.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Since over 65% of our student population is or was an English Language Learner at one point in their academic career, PS 101 is very cognitive of its students' second language development. To ensure its consideration in the school's instructional decisions, the ESL team and administration meet throughout the year to go over the data produced by baseline assessments, periodic interim assessments, NYSESLAT, and informal classroom assessments in speaking, writing and reading comprehension. This is done in the interest of figuring out what our students need and how we can best go about helping them. ESL teachers are also responsible for tracking their own set of data that is centered on ELL development in speaking, listening, reading and writing and cognizant of the five stages of language acquisition (Krashen). Specific solutions have addressed each of these stages, and include professional development for the entire staff to hone classroom practices, technology purchases for targeted intervention (i.e. Rosetta Stone, apps for iPads), curriculum support for ESL programs (i.e. Wordy Wise), morning programs for newcomers, after school programs for ELL test preparation, etc.
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?

PS101K does not have a dual language program.

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

Predominantly, PS101K uses the results of the NYSESLAT, ELA and Math state exams to evaluate the success of our programs for our ELLs. PS101K has performed well in the NYSESLAT according to State Standards and the AMAO worksheet. ELLs also do relatively well on the Math and Science state exams. However, we need more work in reaching our ELLs for the ELA exam. We have made changes to our programs as we strive to improve our ELLs' progress. Specifically, new this year is the enactment of a halftime push-in program for our ELLs in grades 2 through 5. Mrs. Rivera and Ms. Lupo work hand-in-hand with the classroom teacher for 12 periods a week during the literacy block. We hope that by having an ESL teacher in the classroom will help the classroom teacher to effectively scaffold rigorous, grade-level material for our ELLs.

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](#).)

The Verrazano School (P.S. 101K) is proactive in identifying its English Language Learners (ELLs), their needs and appropriate services necessary to aid their success. As of October 4, 2013, we service 881 students for which 18.6% (164 students) are ELLs. There are four ESL-certified pedagogues who are assigned to work exclusively with this population: Maria Lupo, Margaret McQuade, Jessica Leung Rivera and Grace Siggia. Most ELLs in our school are eligible for ESL services because they scored below the double proficient score on the New York State English as a Second Language Aptitude Test (NYSESLAT). As for newly enrolled students, P.S. 101 follows the New York State LEP Identification Process to determine if they are eligible for ESL services.

Families seeking to enroll their child at P.S. 101K have their paperwork processed by the Pupil Accountant Secretary, Josephine Tartamella. At this time, the parents are given a Home Language Identification Surveys (HLIS) in their native language to complete. Mrs. Tartamella then reaches out to an ESL pedagogue or an AP to take a look at the HLIS. If the survey dictates that the student's only language is English, he or she is not eligible for ESL services and enters the mainstream program. If there is any indication that a student's native language is other than English, then an informal interview with the family is held to determine whether or not a formal assessment (LAB-R; or NYSITELL effective February 1, 2014) needs to be administered to the child. This interview is conducted in English and the native language by the pupil accountant secretary, a certified ESL teacher and/or translator. (There are pedagogues or DOE staff members who speak the top four languages at our school: Chinese – Mandarin and Cantonese, Spanish, Russian and Arabic. The DOE's translation services are utilized for all other languages.)

Once a second language is identified, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of enrollment by a licensed ESL pedagogue. If they are LEP and speak Spanish at home, the child is also administered the Spanish LAB. For translation purposes, the licensed ESL teacher gives this assessment with the help of a Spanish-speaking staff member. LAB-R cut scores, as per the memorandum sent by the Division of Assessment and Accountability, are used to determine if the child is indeed Limited English Proficient (LEP). Students at the proficient level on the LAB-R are not LEP and therefore are not eligible for ESL services. If the student scores at the Beginning, Intermediate or Advanced Levels, the student is eligible for ESL services (even if the HL is NO) and the parents are notified immediately. They are then guided through the Program Selection Process.

During the Program Selection Process, the ESL pedagogue explains to the parents their rights to select one of the three programs available through the NYCDOE – either Transitional Bilingual, Dual or Freestanding ESL. They are also educated on their choices by a viewing of the Parent Orientation Video and the ELL Parent Brochure. Both the video and the brochure are given in their home language (if made available by the DOE). Afterwards, they are given a Parent Survey and Program Selection Form (PS) to complete. Their child is then placed in the selected program. A translator is also made available to the parent when

necessary. Once the parents/guardians have completed the form, the child is then placed within an ESL class within 10 school days of student admittance, and their information and parent selection is inputted onto the ELPC screen within 20 days.

If the family is not able to complete this entire process on the day of registration, the parents/guardians are invited to attend a parent orientation or one-on-one meeting within the first 10 days of their child's admit date. Entitlement letters of invitation are distributed in both the home language as indicated on the HLIS and in English.

The people responsible for seeing this ELL Identification Process through are: our ESL providers (Maria Lupo, Margaret McQuade, Jessica Leung Rivera, Grace Siggia); Josephine Tartamella (Pupil Accountant Secretary for the distribution of the HLIS only); and our assistant principals (either Elisa Kane or Patricia Percaccio). Other various staff members may provide translation for parent meetings, interviews, outreach and Spanish LAB administration when necessary.

The following spring, the NYSESLAT is administered to every ELL in the school. If the student scores at the Proficient Level, the student is now a former ELL (F-ELL) and enters the general education program with transitional services for the following two years. If the student scores at the Beginning, Intermediate or Advanced Level, the student will continue their entitlement until he or she is able to obtain double proficiency in the subsequent years.

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.

PS 101 has several structures in place to ensure that parents understand all three ESL program choices. Bilingual staff members serve as translators at the meeting to inform parents of the three programs available throughout the New York City Department of Education: Transitional Bilingual, Dual Language and Freestanding ESL. An administrator and our parent coordinator also attend the meetings to welcome parents and answer questions. At this meeting, attendees are invited to view the Parent Orientation Video in the appropriate language if available and to ask questions about their child's ESL program options. The ELL Parent Brochure is also distributed to help parents fill out the PS in their home language. A minimum of three orientations are scheduled throughout September. ESL pedagogues may also set up individual meetings to work around parent schedules and to ensure that the necessary paperwork is completed.

If the parent or guardian is unable to attend the school meetings despite multiple invitations, the ELL Parent Brochure and parent survey are sent home, and the parent coordinator or designated ESL teacher will reach out to the parent over the phone to discuss the three program options and to complete the paperwork. If in the rare case, the parent cannot fill out the PS in a timely manner, the default program selection is recorded as TBE until the PS is received to indicate otherwise as per the CR Part 154.

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 [\[see tool kit\]](#).)

As indicated above, students are tested within 10 days of admittance and parents are notified in their native language of their child's entitlement at registration. If it is impossible to notify the parent at registration, then the official DOE Entitlement letter is sent home in their native language. On the entitlement letter, we have added a tear-off on which parents can indicate which orientation meeting they are attending or whether they need to schedule an individual meeting. At the end of the orientation meeting, parents are given the PS to complete in their native language if available. We encourage them to fill it out at the orientation, but if in the rare instance they would prefer to think over their options in the comfort of their homes, we assign a due date and make follow up calls to make sure the paperwork is returned. The ESL pedagogue and Parent Coordinator will also reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner. If there is a language barrier, an in-house translator or the Translation Unit will be used to reach the parents/guardians.

For new admits, PS 101 uses the above processes to distribute and collect the Parent Survey and Program Selection Form. The original is placed in the child's CUM while a copy is left in a locked cabinet located in the main office. ESL teachers also make a second copy for their own records.

Continued Entitlement Letters are distributed in both English and the child's native language to the parents. At PS 101, we print these letters with a tear-off for parents to sign and return so that we can be sure that they have received them. These slips are collected by the ESL pedagogue and stored in the office. If the Continued Entitlement Letters or the PSs are not returned after the initial distribution, they are reissued and phone calls are made. Again, the ESL pedagogue and Parent Coordinator will reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner.

To insure that nothing is amiss, every ESL pedagogue is required to maintain an HLIS-Placement Binder Checklist that indicates what documents they have or have yet to receive. This list helps our staff ensure all paperwork is in order.

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.

When parents/guardians have completed the Parent Survey, the program requests are counted. (All PSs are distributed in the child's native language when available, or otherwise in English with a translator on hand.) In the rare instance that a PS is not returned, then the default program for this ELL is Transitional Bilingual Education (TBE) as per CR Part 154. If there are not enough students (15 in two continuous grades) to initiate a Transitional Bilingual or Dual class, then and only then is the parent/guardian given a choice of having their child bussed to another school that fulfills their request. Both the Parent Coordinator and the ESL pedagogue work together to assist the parent/guardian in choosing the desired setting. Either an on-staff translator or the NYC DOE's translation services are utilized to assist the parent/guardian in making this choice. If the parent decides to not enroll in another school and to stay at PS 101, their decision and the date it was made are documented in writing on the parent survey and the choice is recorded as a rejected transfer on the BESIS.

The surveys for which parents select TBE or Dual are tallied and a third copy is stored in a separate folder in the main office. This allows us to keep track of our potential to create a bilingual program. However, at the time of this writing, we have not met the minimum requirements in any one language.

Our ELL numbers are gathered from the aforementioned PSs and the prior school year's NYSESLAT scores. At the of time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. Throughout the registration and orientation process, parents are able to meet their child's ESL teacher at least once prior to ESL class enrollment.

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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is a vital component of the assessment process for ELLs. The ESL staff is responsible for administration, scoring and staying informed about the changes to the test. Every year, a representative from our ESL team is sent to the NYSESLAT professional development held by either our network (CFN 605) or the DOE's Office of English Language Learners to keep abreast of any changes. Our testing coordinator, Lisa Cannatella, is responsible for assigning ESL teachers to student groups, taking inventory of test materials, meeting all deadlines, and packaging the materials after completion. To ensure that all ELLs are tested, we generate a list of students from teacher rosters and cross reference with the RLAT or RNMR report from ATS.

For the speaking component, the testing coordinator assigns two ESL pedagogues to a student. Once the speaking exemplars arrive, the ESL team studies them to ensure students will be graded with validity and accuracy. The assigned ESL teacher administers the test to the child while the second ESL teacher scores the child's responses. Every child is tested individually. Once completed, a copy of the speaking handscores is given to the principal for safe keeping.

For the listening component, students are either guided through the test by teacher-read directions (grades K-2) or a listening CD (grades 3-5). Additionally, teachers in grades K-2 transcribe answers to the answer sheet. This is done by a teacher separate from the one who administers the test.

For the reading and writing component, the test is distributed to the child and the ESL teacher proctors the exam. While listening and reading grids are returned at an earlier date, the writing component is graded by an ESL teacher that is not responsible for that child's instruction. Furthermore, an ESL teacher cannot grade more than 50% of one teacher's exams to ensure that the scoring is fair and accurate.

A final tally of all tests is checked against a list of all our ELLs generated by the aforementioned reports (i.e. RLAT/RNMR and teacher rosters) to verify that every ELL has been tested for each of the four modalities. The check is done once before submitting the listening and reading grids, and again when the speaking and writing grids are submitted. This is to safeguard against the possibility of missing any part of the NYSESLAT for if even one section is missing, the child's score is invalid.

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. ①

Typically, parents and guardians at P.S.101 request Freestanding English as Second Language program model. This year, we have 49 new admits. Their program selections are as follows: 42 for Freestanding ESL, 5 for Transitional Bilingual Education, and 2 for Dual Language. Those who have yet to respond are included with the TBE tally since CR Part 154 mandates that the default program for ELLs be such. For the 2012-2013 school year, 53 of 61 Parent Surveys designated Freestanding ESL as their first choice while 5 had chosen TBE, and 3 had Dual Language selected. For the 2010-2011 school year, 43 of 46 parent surveys denoted Freestanding ESL as their first choice while 3 had Transitional Bilingual Education written down, and 1 had Dual Language selected. For the 2009-2010 school year, 29 of 31 surveys indicated Freestanding ESL as their first choice while the last 4 surveys had Transitional Bilingual Education selected. As for students who receive continued entitlement as per the NYSESLAT, letters in English and the native language are sent home to parents/guardians to inform them of their child's status and scores. Historically,

parents have not requested a change their child's program since continuity in program placement is stressed in the letter.

PS 101 has chosen to implement the Freestanding ESL (Pull-Out/Push In) program model in order to comply with the majority of parent requests for this program. Moreover, our school does not have the necessary numbers to establish a bilingual program; there are less than 15 PSs from two continuous grades that indicate TBE as their first choice. However, if parents do decide to have their child remain at PS 101 despite selecting TBE, their decision is documented on their PSs. On the BESIS, they are recorded as having rejected a transfer. As previously mentioned, all PSs that indicate a program other than Freestanding ESL are kept in their own folder in the office and checked readily so that if our numbers do meet the TBE requirements, we will know quickly.

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])?

a&b. Instruction at PS 101K is delivered by four ESL-certified teachers through the Freestanding ESL organizational model, and thereafter the Pull-Out/Push-In program model. At the of time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st grade, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. In kindergarten and first grade, a majority of the ESL program is delivered through the Pull Out program while one advanced class is serviced by Pushing In. In grades 2 through 5, ELLs are streamed into one class per grade and the ESL teacher works with the classroom teacher for half the day (at about 12-13 periods per week). This is the first year this model has been implemented so thoroughly in our school. PS 101 has recognized the benefits of this model over the Pull Out program and sought support for this program model through professional developments conducted by the OELL, consultation with the ESL coach at the network level, and a school intervisitation with PS 97 over the last year. However, IEPs have prevented ELLs with special needs from being streamed. Therefore, the four ESL pedagogues have been spread amongst to deliver pull out classes to ELLs-SWDs.

While PS 101 is careful to use flexible grouping in order to best serve its ELL population, students are likely to be organized homogenously as a result of their NYSESLAT proficiency levels in grades K and 1. In grades 2 through 5, students are grouped heterogeneously as is the nature of ESL classrooms. Approximately two-thirds of the classes in grades 2 and 3 are ELLs,

while the last third consists of high performing native language speakers or F-ELLs. In grades 4 and 5, the proportion is half and half. There are some exceptions and flexibility depending on the situation: high performing ELLs may pair off with lower performing ELLs, homogenous grouping may be used to boost performance in mini-lessons or projects, newcomers may receive extra sessions targeting their unique needs (especially in after school and morning programs); and students who are making extraordinary progress may be bumped up to another group, or vice versa to best meet their needs. It is our school's aim to differentiate instruction for the students according to our data.

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)?

Our staff is organized to ensure that the mandated number of instructional minutes is delivered within our ESL program according to their proficiency levels. At the time of this writing, the students are distributed as follows: Mrs. McQuade handles kindergarten, Mrs. Siggia is responsible for 1st graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. Lupo is assigned to 4th and 5th grades. After the identification of our ELL population is completed at the beginning of the school year, the ESL staff systematically organizes their schedules to make certain that all beginning and intermediate students are serviced for 360 minutes per week and that all advanced students are serviced 180 minutes per week as per CR Part 154 mandate. We also utilized the Bilingual Information Worksheet to highlight these student mandates. Since PS 101 uses the Freestanding ESL model exclusively, each child must receive 75% of their instruction in English, while the remaining 25% should be conducted in their native language. Each ESL teacher can supply up to twenty-nine 45-minute blocks per week. With four ESL teachers, we can provide up to 116 periods/5,220 minutes of instruction a day. To meet the above mandates, 2013-2014 teacher schedules occupy the full 116 periods.

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.

Just as the program model at PS 101K is specifically tailored for each group and level, grade-appropriate content area instruction is integrated into our ESL lessons during Pull Out sessions while ESL strategies and methods are used to scaffold content area instruction in the Push In classroom. This effort cements academic rigor into our curriculum, and ensures that we amplify, not simplify, our instruction and that our program helps accelerate ELL learning so that they may achieve academic success.

Although the language of instruction is English, students may use both English and their native language to work out their understanding of content area subject matter. (This is to ensure that we integrate at least 25% of instructional time to native language support as required by ESL mandates.) Whenever possible, the ESL teacher will use explicit instruction to teach Tier II words so that domain-specific language/vocabulary (i.e. math – add, sum, increase by) can be better understood in the context of understanding new concepts in math, science, social studies and the English language arts. Students are also given a bilingual dictionary if they literate in their first language, and they are taught to use the bilingual glossaries provided by the NYS Office of Bilingual Education and Foreign Language Studies. To better align ESL instruction with content area instruction, curriculum maps are distributed and discussed during teacher articulation periods and possible ESL strategies are listed on the map for implementation.

Additionally, research-based ESL methodologies and instructional strategies are applied in accordance to the new Common Core Learning Standards. To elaborate, the CCSS ask students to read a better balance of literacy and informational texts (Shift 1). To adjust for this, ELLs are introduced to a body of topically similar ideas so that they are able to absorb academic vocabulary through multiple exposures (Shift 6) - a strategy that is highly supported by research. In this way, ELLs are also able to access more complex texts over time (Shift 3) and build on their background knowledge through the text (Shift 2). Writing is another modality that has experienced some "shifts" as a result of the CCSS. After comprehending texts, ELLs are taught through clear and consistent routines on how to use the text when speaking and writing so that they can engage in evidence-based discussions (Shift 4 and 5). They are also scaffolded through this process with graphic organizers, sentence starters, etc. Other research-based strategies are used by our ESL pedagogues and classroom teachers to help our ELLs succeed. These include but are not limited to our juicy text initiatives, deconstructing and reconstructing sentences, analyzing figurative language, small group instruction, interactive word walls, Orton-Gillingham approach for systematic decoding, and self-monitoring strategies. We strive to make content comprehensible to enrich language development. In addition, we use technology, field trips and other presentation methods to help make learning more real and personal. These include the use of manipulatives, photographs and videos to both teach and allow students to demonstrate their knowledge; project-based assessments; Skype with experts or other classrooms around the world; blogging; and personally created dictionaries. Every ESL teacher is also equipped to track and analyze data so that they can inform their instruction and adjust the strategies and methods used in the classroom. (Data sources include classroom assessments, project rubrics, NYSESLAT, DIBELS, the ELL Periodic Interim Assessments, DORA and Acuity testing.)

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

ELLs are evaluated in the native languages when appropriate and available. If the child becomes LEP as per the LAB-R results and speaks Spanish at home, an ESL pedagogue and a translator administer the Spanish Lab. If a pedagogue or staff member is on hand that speaks the same home language as the child, that person will speak with the child to informally assess their knowledge of the native language and welcome them to our school. In this way, that child have knowledge of who speaks their language in the school should a need arise. During state exams, translated versions of the tests are made available to Chinese-, Spanish- and Russian-speaking ELLs. ELLs are encouraged to write their responses in their native languages if it is more comfortable for them. Bilingual glossaries are printed out in the languages made available by the DOE testing website and distributed as well.

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

Through the use of second language acquisition rubrics, formal state assessments, and classroom observation and assessments, we feel our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. The prior year NYSESLAT result and ESL Beginning-of-the-Year assessment (created from NYSESLAT test preparation books by Continental Press) establishes our students' baseline data in listening, reading and writing. Different versions of this mock test is then repeated in December and March to assess student progress and inform our instruction. In grades 3 through 5, the ELL Periodic Assessment is used to establish mid-year progress. Along the way, ESL pedagogues work in conjunction with classroom teachers to monitor progress on classroom tests, projects, etc. in the areas of phonics, writing and reading comprehension. To ensure that the speaking modality is also monitored, ESL teachers keep a rubric of student participation in group discussions. This rubric measures the quantity and the quality of ELL interactions with peers and educators. The SOLOM rubric is also useful for charting progress. Second language acquisition has five stages – pre-production, early production, speech emergence, intermediate fluency, and advanced fluency (Krashen). By looking at these data sources, our ELLs' progress can be measured against the second language acquisition continuum to ensure that they are being evaluated and moving along in each of the four modalities. April's NYSESLAT results will be our summative assessment to finalize whether or not our instructional program was successful.

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).

Differentiated instruction is based partially on circumstances of the ELL's entry into the NYC public school system (i.e. Is the student a SIFE? Have gaps in learning?) and predominantly on the results of the LAB-R, NYSESLAT, Periodic Assessments, DIBELS, DORA and any other formal or informal assessments conducted by the ESL and classroom teacher. ESL providers apply the appropriate teaching techniques depending on level and ability of each student.

a. At the time of this writing, PS 101 does not have any SIFE students enrolled our school. However, SIFE students would be provided with extra support within the mainstream classrooms and ESL program. ESL providers and classroom teachers create special goals for each student and monitor his or her progress along the second language acquisition continuum. Depending on the child, they may also focus on teaching the SIFE student socialization skills so that they may adapt more comfortably to the American school environment. During class time, differentiation occurs in the process, product and content. For instance, ESL providers use the SMART Board to provide visual support for more difficult concepts in a highly engaging manner. Homework assignments are tailored to their readiness levels. Reading and math club teachers may pick them up to increase their time spent in smaller group settings. Buddies and heterogeneous grouping may be used to facilitate learning. Furthermore, SIFE students are encouraged to enroll in morning and afterschool programs to help them log in extra learning time to make up for deficits.

b. Newcomers are identified as ELLs who have spent three years or less in the NYC school system. Typically, they arrive with extremely limited literacy skills (according to their LAB-R results) and need targeted instruction in phonemic awareness and decoding. Both the ESL provider and classroom teacher use the Orton-Gillingham approach to meet this need. We also have an RtI teacher who delivers OG instruction in specialized groups. Furthermore, vocabulary and content area instruction starts immediately since research proves that students do not need to be able to read or write fluently prior to learning the subject matter. This is especially important since ELLs receive only one grace year prior to taking the ELA, and ESL providers must therefore consciously work with the student to ensure that they have necessary skills to be successful on the ELA within two years. Where possible, the test language is used during the regular school day to help familiarize students with the jargon. This can be seen when answering text dependent questions in discussions and during the production of evidence-based writing in both literacy and content area instruction.

c. ELLs receiving service four to six years are analyzed for the language modality in which they are weak in and may then be

targeted with additional intervention services as is appropriate along the RtI Framework. Phonics instruction, academic language, comprehension, grammar and writing skills can be provided in small group instruction during the regular day or during extended day. These students are also encouraged to attend the 21st Century After-School programs that review skills in reading and math in preparation for state exams.

d. Long-Term ELLs who have completed 6 years or more would receive intervention services as well. However, PS 101K currently does not have any student that fits this population.

e. F-ELLs who have tested proficient within the last year or two receive continual support in several ways. First, we continue to provide them with two additional years of ELL testing accommodations as mandated. This includes translated versions of the test where available, bilingual glossaries, and time-and-a-half on exams. Secondly, if a F-ELL would benefit from current supplementary services for ELLs, such as through our after school ESL test preparation program, we would enroll them into that program. This is especially helpful for F-ELLs who continue to have gaps in knowledge or vocabulary, specifically for test language. Third, continued articulation between the F-ELL's classroom teacher and an ELL pedagogue could help the child receive additional scaffolds. It is in our best interest to continue to support our F-ELLs because research has proven that ELLs outperform their native English speaking peers once they have achieved mastery in English.

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?

For each ELL identified with special needs (ELL-SWD), ESL providers meet with Regular Ed, Special Ed, and SETTS providers to discuss the goals and modifications on the individualized educational plan (IEP). We check to make certain that the language goals are on the plan are rigorous, but attainable. Since these students are expected to take the state exam at their grade level, the ELL teacher will work in conjunction with their classroom teacher to help modify grade level materials in each of the content areas to fit their needs. Student goals come to fruition through deliberate efforts to differentiate and/or scaffold every lesson while keeping in mind the grade-level expectations. Typically at PS 101K, ELL-SWDs do not need help speaking and listening, but they do require remediation in reading and writing. The Orton-Gillingham approach is a very well-researched and is a proven method of helping students with learning disabilities overcome reading and writing difficulties. For this reason, administration has had each of the ELL pedagogues trained in the approach to help develop such students. Our school has also purchased the Wordy Wise program to help develop vocabulary and background knowledge to accelerate reading and writing skills in our ELLs.

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?

ELL pedagogues may also refer to the school psychologist and/or social worker determine if the child's needs are indeed a language issue or something more. The ReadyGen and GoMath curriculums used in our school are extremely rigorous. If the material proves too complex, the ESL teacher, classroom teacher and Special Education teacher may collaboratively decide to use the curriculum material from the previous grade but refer to the CCSS to make sure that while the text becomes more accessible, the task and expectations remain on grade. If it is deemed that the ESL program is too disruptive of their regular day, the ELL educator will attempt to support the child through a Push In model if scheduling permits. The IEP is central to deciding how and what kind of instruction to deliver with regards to maintaining the least restrictive environment. Parent meetings are also held to include and support parents in helping to create a successful academic experience.

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:			

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

Science:				

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

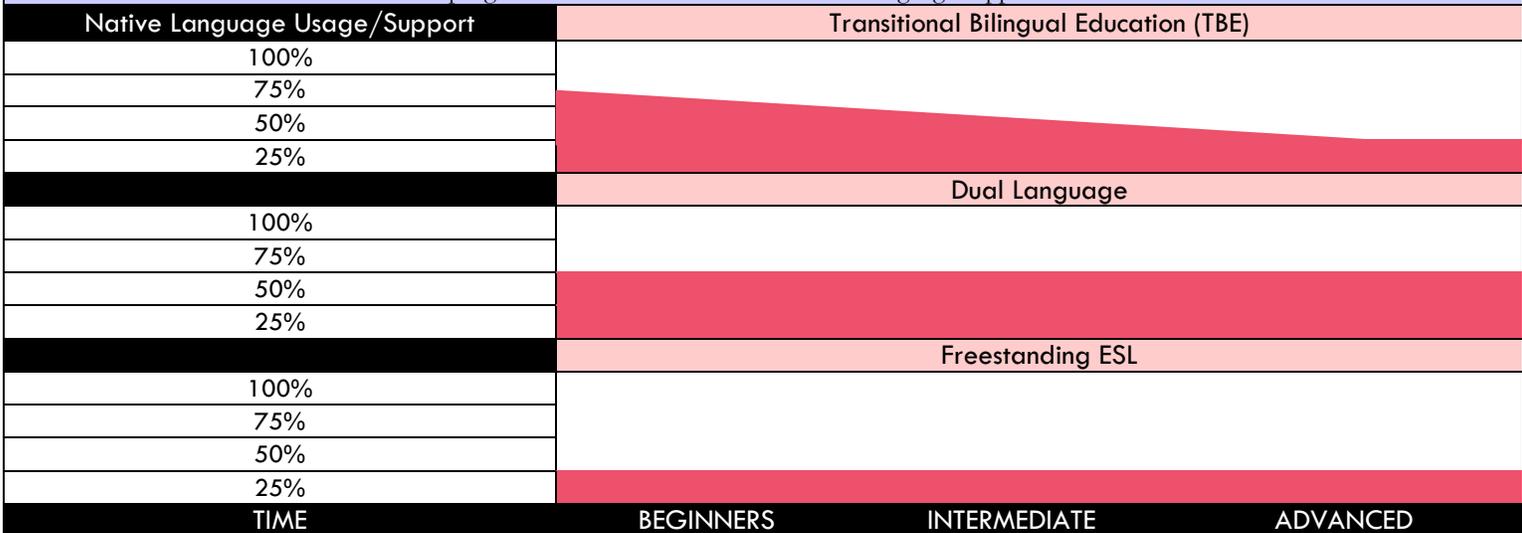
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The targeted intervention programs at PS 101K for ELLs are as follows:

- Newcomer ELLs Morning Support Program: This program uses the "Welcome to America" program by Express Publishing to guide ELLs through basic language skills in the beginning of the year, and then moves on to Wordy Wise Volumes 1 and/or 2 by the end of the school year. It is designed to help students with less than two years of English language instruction obtain the foundations of the English language. This includes but is certainly not limited to phonics, decoding, oral expression and sight words. Text topics covered span all content areas with increasing difficulty as the curriculum progresses. This program meets four days a week for one hour in the morning.
- Half-time ESL Self-Contained Classes: Every ELL in grades 2 through 5 has a seat in an ESL classroom. (The only exceptions are students with IEPs that least ICT or Self-Contained as their placement.) For 12-14 periods a week, an ESL pedagogue works alongside the classroom teacher to scaffold and deliver instruction. This helps to ensure appropriate ESL strategies are used so that students are able to access rigorous, grade-level material.
- Departmentalization: Every 5th grader is serviced through this method. Two fifth grade teachers have been assigned control of the ELA program, while the other 2 fifth grade teachers conduct the Math program. Classes are switched around second through 5 period so that every student receives 2 periods of ELA and 2 periods of Math instruction every day. This method allows teachers to specialize in one of two areas so that they may better meet the needs of the fifth graders. It also means that the entire fifth grade staff becomes responsible for the entire fifth grade roster and so teachers will be more deeply invested in success all student achievement. The 2013-2014 school year is the third time we have used this model and it has been met with success. The ESL pedagogue services 5th grade ELLs through a Push In Model and is able to work with ELLs for the full 10 periods a week in literacy and an additional 2-3 periods in math.
- 21st Century After School ESL Test Preparation Program: All students in grades 4 and 5 are encouraged to participate in this program. Students attend this program Monday through Thursday from 3:35 – 5:05 PM. On Mondays and Tuesdays, ELLs receive 90 minutes of targeted instruction in preparation of the state examinations. Teachers review content area material with a focus on language development skills and test-taking strategies. On Wednesdays and Thursdays, students take part in extracurricular activities, such as yoga, martial arts, dancing, etc. These enrichment activities are wonderful for building students' background knowledge and socialization skills. Students are grouped by grade or special needs.
- Math Club: Since success on the Math State Exam is reliant on students' reading comprehension skills, ELLs may join Mrs. Rose Brocato or Mrs. Kristie Sesny for their Math Club by teacher recommendation. In this program, the RtI math teacher focuses on developing problem-solving skills and understanding of the domain-specific language used in this content area.

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

Although our current program is a state of change as a result of a new curriculum and state exams, we believe they will be effective in meeting the needs of our ELLs in both content and language development. The materials and tests are new, but good practices in ESL have been a long time in development. Also, certain skill sets may be redefined but are essentially the same. OG is particularly effective in develop student abilities to decode and read. Students primarily receive support in grades K through 2 - that years that are defined as learning to read. We believe this and the implementation of ESL strategies through thematic units and ReadyGen will continue to be effective in raising ELL performance. Our effectiveness is evident in the rate of students testing out of ESL. In the upper grades, more emphasis is placed on reading to learn. By exposing students to multiple texts centered on the same topic of exploration in the classrom, ELLs will grow in their language acquisition and build on content area knowledge. We also work on teaching them strategies on what to do when encountering new words, making meaning of the text as a whole, and providing evidence when writing or speaking. This is effective in making more independent learners and we see our ELLs using these strategies to help accelerate their learning.

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

New programs available to students for the 2012-2013 school year are as follows:

- This year, we have a cluster teacher devoted to delivering OG instruction in addition to an RtI specialist that provides targeted services in a small classroom setting using the Orton-Gillingham approach. The certified service provider is Rosanna Stanisci-Pulice.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for K&1: This is a series of short tests that allows early childhood to assess students on their acquisition of literacy skills. Measures include recognizing initial sounds (phonemic awareness), naming the letters of the alphabet (alphabetic principle), segmenting words into phonemes (phonemic awareness), reading nonsense words

(alphabetic principle), oral reading of a passage (accuracy and fluency), retelling (comprehension), and word use (vocabulary). Although administered by the classroom teacher, ESL teachers have access to the data so that they may guide their instruction accordingly.

- Pearson ReadyGen and Houghton Mifflin Harcourt GoMath!: Our school has purchased these new curriculums in hopes of delivering rigorous instruction aligned with the CCSS.
- Rosetta Stone: To support our newest ELLs, we may purchase Rosetta Stone to be used during class time when students are unable to perform on a grade-level assignment. Instead of wasting valuable instruction time, this program could be routinized and help students pick up on more language.

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

Several programs may be limited due to predicted budget cuts and drawbacks on funding. At this time, however, we do not anticipate cutting any supplementary programs. In the interest of boosting expectations and instruction, and aligning ourselves to the CCSS, our school has dropped Reading Streets for ReadyGen and MacMillian Math for GoMath!.

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

ELLs are afforded equal access to all programs at PS 101K. Most programs service students in class and provide opportunities for ALL students to participate regardless of language ability, race, etc. This has been our practice since 2002. If the ESL teacher originally schedules services for the student during that program time, the teacher will make every effort to allow the child to attend the program by rescheduling their services. If there is limited enrollment, names are drawn by lottery with no special privileges granted to any group of students. After school and supplemental services offered to ELLs in our building include:

- Circus Arts: This residency uses the art of clowning and physical comedy as a medium for self-expression and confidence building. It also introduces students to the significance of the circus in many cultures. At the end of the 12-week program, the 3rd grade puts on a circus for the rest of the school.
- Fifth Grade Enrichment: Fifth grade teachers and other support staff offer students a 90-minute enrichment period to test out their interests in 10 different courses ranging from photography and cooking, to magic and starting a business. Students select their top three choices and are placed accordingly. If a particular program is more popular, a lottery system is used.
- Extended Day: This program is written into teacher contracts and provides an extra opportunity for at-risk students to receive RtI instruction. Based on teacher recommendations, students in grades 1 to 5 may be eligible to attend Extended Day on Mondays and Tuesdays. On Wednesdays, teachers meet to analyze student data so that we may make continuous improvements to our instructional practice.
- EPAL: Students from PS 101K are pen pals with students from other states and countries. This helps build cultural and social awareness in our students, and provides an authentic audience for their work.
- TASC: The After School Corporation and the Jewish Community Council of the Greater Coney Island have merged to create a performance arts and academic program so that all students have fair and efficient access to quality activities beyond the school day. We have received an extension of our grant so that P.S.101 students have the opportunity to gain a better understanding of the arts and instructional content areas. This program includes a four-day week schedule (Monday to Thursday) from 2:40 to 5:15 P.M. The instructional part of the week involves test sophistication on Monday/ Wednesday cycle while the Tuesday / Thursday program provides enrichment in the performance arts, such as chorus, dance, drama, vocals and use of keyboards.

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

Teachers at PS 101K draw from a multitude of instructional materials to support ELLs.

- Orton-Gillingham Approach (for phonics and phonemic awareness)
- Express Publishing's Welcome to America Program
- Rigby's Newcomer Kit (for newcomer students with less than 2 years of English instruction)
- ReadyGen's Scaffolding Handbook
- Houghton Mifflin Harcourt GoMath! Manipulatives and Differentiated Centers
- Authentic / Juicy Text Initiative: ELL teachers expose ELL students to advanced literature and techniques to help them become language watchers and expand vocabulary. This effort was spearheaded by Maryann Cucchiara of the Child's First Network.
- Common Core State Standards
- ReadyGen and GoMath! Curriculum Maps
- Four Squares Writing Method
- Reading A-Z and RAZ Kids (for leveled reading material)
- Rosetta Stone

- Technology:

- o SMART Boards: Every classroom is equipped with one.
- o SMART Tables
- o Senteo/SMART Response
- o Elmo: This piece of equipment allows teachers to project a book onto the SMARTBoard.
- o Software: GarageBand, iMovie, Microsoft Office Suite, iTunes
- o iPod Touches: ESL teachers assign students with an iPod Touch to record their own voices for fluency assessment and self-reflection.
- o iPads and language apps
- o Laptops
- o Internet & Web Apps: Blogs, Wikis, Skype, Moodle, Goggle, Email or Cameras for taking photos and movies

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

All of our ELLs participate in our Freestanding ESL program in which native language support is 25% of total instruction as mandated by CR Part 154. A student's native language is very useful for developing English language skills. When meeting with parents, we stress that they continue exposing their child to their home language. Even if parents are unable to assist with homework, we encourage them to ask students questions about the school day, stories they have read and what they learned in their classes. ESL and regular education classes incorporate the use of bilingual dictionaries and glossaries during instructional periods, test administration and many times during class projects. Students are also encouraged to include the translation on their vocabulary cards if they are able to write in their first language. Students who are English proficient and speak the ELL's first language may be assigned as a buddy to help the ELL learn the rules and routines of a classroom. Technology is another element that helps support ELLs' native languages since there are many bilingual apps to download into an iPod touch or iPad, and translation services are even more substantial online than in physical dictionaries.

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

ELL providers make certain that support and resources correspond to ELLs' ages and grade levels. ELL providers meet weekly with each other and classroom teachers to discuss/exchange teaching techniques, data and student success. In the Push In model especially, ESL teachers plan in conjunction with the classroom teacher several times a week to build programs and materials that support their students. The aim of these meetings is to align our goals with the CCSS, grade-level curriculum, classroom content material and to make sure that we are doing all that we can to maximize our ELLs' success in the classroom.

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.

Activities to assist newly enrolled ELL students before the beginning of the school year include the following:

- The Parent Coordinator may occasionally host welcoming workshops at the school. These workshops provide opportunities for parents to complete their paperwork and to ask questions about the school and its programs.
- All parent letters are distributed in English, Chinese, Spanish, Albanian, Polish, Arabic, Urdu, Russian and any other languages made available by the DOE's Translation Unit. These letters may welcome parents and students to the new school year, inform them of upcoming events, available community resources, etc.
- All parents are given a copy of the Preferred Language Form to complete so that the school is informed of which language to send memos and contact parents with.
- Parents are given information about the P.S.101 Website (www.ps101k.com). This is another place where parents and students can access information about the school activities, classroom expectations for the upcoming school year, supply lists, etc. twenty-four hours a day, seven days a week. There is also an option on the webpage to have it be translated into other languages for increased accessibility by the parents.
- Newcomer Packets are printed off for use by classroom teachers to help jumpstart their efforts to differentiate for any new incoming ELLs. The packet includes worksheets, strategies, games and activities teachers can use with ELLs to help them develop their language skills. Some teachers use it to supplement their lessons while others use the worksheets as a way to differentiate their homework.

18. What language electives are offered to ELLs?

PS 101K offers its 5th Grade students Italian and Spanish electives during the Enrichment Periods on Fridays.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

This question does not pertain to PS101K at this time.

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. At PS 101K, we strive to maintain high standards for our students and our teachers. Part of this effort includes sending our staff members to a multitude of professional developments (PD) that are designed to help ELLs succeed in the academic setting. Our PDs are also not just limited to ESL pedagogues, but are attended by all teachers of ELLs. Intentionally, ESL pedagogues and oftentimes a regular education classroom teacher are paired off to attend PD offered by either the OELL or the Network when appropriate. This information is then turnkeyed to the appropriate teachers during grade meeting and common preps. PDs are attended by ESL pedagogues (and their classroom teachers) on a rotating basis through the year as they are offered. The email blast is particularly useful for locating opportunities. If specific information is deemed vital for the entire staff to learn, administration will choose the appropriate pedagogue to turnkey the information during a Lunch & Learn, orientation meeting, or after school presentation.
 2. Specific PD offerings include but may not be limited to:
 - o Data Inquiry Team Meetings are currently focused on improving its ELL academic performance on state exams. Members meet to discuss strategies, groups, share data and build a plan centered on grade 3 to 5 ELLs.
 - o Curriculum Mapping Sessions ensure that consistency and continuity in instruction exists throughout the school. Changes to curriculums are addressed at this time and representatives from the curriculum's organization may be brought into these meetings for training. ESL strategies, methods and approaches are noted on this map so that all teachers of ELLs are equipped and informed.
 - o To ensure that the Orton-Gillingham Approach is uniformly applied throughout the grades, Margot McGinn and Rosanna Stanisci-Pulice host occasional in-house PDs to keep teacher understanding fresh, to address ongoing changes to student needs and to mentor new teachers.
 - o Technology PDs are hosted periodically throughout the year to help teachers build engaging and interactive lessons. The technology helps ELLs learn new and difficult concepts more quickly and effectively. Technology PDs to be hosted will include Senteo/SMART Response, iPads and apps, eChalk website, etc.
 - o Mentoring and/or Peer Review may be used by educators to help improve on their instruction practices. Teachers meet for a pre-observation to discuss the goals for improvement, observe one another, and then meet again for a post-observation conference that can reveals strengths, weaknesses and next steps.
 - o Other PDs have been arranged for the coming school year to be held by in-school experts and Network personnel, including text annotation, academic vocabulary, QR preparation, etc.
 3. Our staff is provided with on-going PDs to assist ELLs as they transition from elementary to middle school. Through the years, 5th grade teachers have built a hub of resources that focuses on the middle school experience; they include workshops, field visits, pamphlets and websites. These same resources can also be passed onto their students to help them find a suitable school. Administrative and teaching staff from different middle schools (i.e. Cavallaro, Boody) are invited to speak to students about special programs and expectations. Additionally, parent workshops and help to help with the application and admissions process. Translators are also made available in these programs. PDs in Core Curriculum and Content Mapping help maintain continuity and rigor in the both the lessons and expectations of its graduating ELL population, so that they will arrive in 6th grade equipped and well-prepared academically.
 4. All staff members participate in school-based and Child's First Network PDs. Since our school supports a very prominent ELL and F-ELL population, many of these PDs focus on making academic language more comprehensible and accessible by students. PDs are multi-year and on-going, and so our all of our staff members definitely meet the 7.5 hours of ELL training. The ESL staff will also be hosting workshops to train classroom teachers on ESL techniques to help all teachers of ELLs bridge the gap between our ELLs' performance and curriculum expectations.

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 101K is a Title I school which indicates that many of our parents fall below the federal poverty level. To make ends meet, many parents must take on two or more jobs and such schedules grant limited opportunities for school involvement. Still, our administration, Parent Coordinator and ESL staff makes every effort to offer an array of opportunities at all hours of the day and evenings for parents to get involved. (We also provide translators on site who are able to speak Cantonese, Mandarin, Spanish and Arabic so that parents have access to all activities. Prior to workshop events, a survey is sent out and parents can note whether or not they need a translator on site or will bring a translator of their own):

- **Parent Teacher Association:** The PTA helps to raise funds to support academic achievement by enriching the learning environment. Parents of all language abilities are invited to attend. In fact, parents who have chosen to take part in this wonderful association speak a multitude of languages that is representative of our student population.
- **Parent Teas:** Teachers invite parents into the classroom to view the child's learning environment and understand expectations. By observing the routines and lessons, parents gain a better understanding of how to support their child.
- **Parent Survey Meetings:** ELL teachers organize meetings to explain the ESL program offered at PS 101K. Translators are available and the Parent Orientation Video is shown in their native language.
- **Back-to-School Night:** The PTA and the administration organizes a night of events twice a year for parents meet their child's teacher, visit the classroom and view the work going on in schools.
- **Family Nights:** PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Meet-and-Greets, etc.
- **Field Trips:** Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers.
- **Homework Help Workshop:** A teacher volunteer, typically the literacy coach, leads this workshop to instruct parents on how they can help their child complete their homework even if they feel like they are not knowledge of the subject areas.
- **Application for Middle School Workshop:** Translators are typically on hand to help parents and children negotiate applications.
- **Student of the Month Assemblies:** Our school selects students to honor them for their hard work and dedication once a month. For them, a unique assembly is held in the evening so that the school and parents can celebrate their achievement together.
- **School Assemblies:** A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Holiday Show, Drama Play, Recitals, Circus Arts, Halloween Parade, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its translatable website (www.ps101k.com) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Of course, this is in addition to individual teacher phone calls.

2. P.S.101 partner with various community based organizations to provide workshops and other opportunities for both mainstream and ELL parents. When we receive a reservation for a workshop from a parent who speaks another language, we try to bring in a volunteer to translate. They include:
 - **Intro to Pre-K Fingerprinting** (provided by The Cavallaro Intermediate School – IS281)
 - **Fire Safety** (arranged with the local Fire Department)
 - **Learning Leaders:** This organization provides is a four series workshop which includes storytelling and book making, write from the start, math skills (addition and subtraction), and family literacy.
 - **Dental Hygiene:** A parent volunteer is a dental hygienist and she runs the workshop in conjunction with out parent coordinator.
 - **Fair Housing** (in conjunction with Brooklyn Housing Non-for-Profit): This organization hosts workshops to explain the rules and regulations of NYC's various building laws and codes.
 - **English Language Learner Conference** (provided by the NYC DOE): This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc. A flyer of this conference is distributed to all students since many of our students are ELLs or were former ELLs.
 - **CPR Training Unit** (provided by the NYC Fire Department's CPR Unit): This workshop does not certify parents but does equip them with the procedures in case there is an emergency.

- 21st Century Leadership Workshops: This organization entitles our school to several workshops that are very helpful and rewarding for our parents and their families. They may include Job Trio (resume writing, job search resources, and interviewing), Family Talk (communicating effectively with your child's school), empowerment and motivation of your child, anti-bullying, free family fun, etc. They vary year-to-year.
 - Marquis Studios provides puppetry, bookmaking, music and rhythm, collage and mosaics, and self-portrait workshops for families at our school.
 - Financial and Insurance planning (provided by Health Plus)
 - Angel Center, a for-profit after school program that rents space in our school, partners with us to provide translators during busy parent nights, such as Back-to-School, Parent Teacher Conferences, etc.
3. The needs of parents are evaluated through surveys either sent home to be collect the next day or online on the principal's blog. Additionally, the School Environment Survey is a great resource for determining parental satisfaction or dissatisfaction of our school. Our school website also has a Parent Corner for parents to provide feedback. All teachers distribute an email to allow for open dialogue as well. Our Parent Coordinator – Margaret Lloyd, and the PA are also very vocal advocates of parents' needs. Since they are our most intimate communication line to parents, they often are able to provide the most relevant and honest feedback on our school's efforts and initiatives.
4. Our parental involvement activities are derived as a response to the School Environment Survey, survey and feedback gleaned by our parent coordinator and PTA. Since we create these activities in direct response to these outlets, we are confident that they address the needs of parents. Parents are also surveyed again at the conclusion of many of our activities, and the responses have been very positive.

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: The Verrazano School

School DBN: 21K101

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregg Korrol	Principal		11/14/13
Elisa Kane/Patricia Percaccio	Assistant Principal		11/14/13
Margaret Lloyd	Parent Coordinator		11/14/13
Jessica Rivera	ESL Teacher		11/14/13
	Parent		
Maria Lupo/ESL	Teacher/Subject Area		11/14/13
Margaret McQuade/ESL	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Grace Siggia/ESL	Other <u>Teacher</u>		11/14/13
Neal Willner	Other <u>School Psychologist</u>		11/14/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K101 School Name: The Verrazano School

Cluster: 06 Network: 605

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

Part A: Needs Assessment Findings

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

PS 101K tracks its student population via generated reports on ATS and ARIS, including the ELPC and RLER reports, as well as the RHLA which identifies the home language of each student in the school. Since over 80% of our parent population speaks a language other than English at home, providing parents with appropriate and timely information in a language they can understand is a priority for our school. To verify the exact language and dialect of preferred contact, a survey is distributed at the beginning of every school year. It is distributed and recollected from parents within 30 days of the first day of the school year, or within 30 days of student enrollment. Any changes are noted immediately in ATS. Additionally, blue cards have a place for parents to record their preferred language of written and oral communication. Copies of both the survey and blue card of every child are kept securely in the classroom, in the main office and by the nurse. Every teacher, administrator and related service providers has access to this information when necessary.

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.

PS 101 tracks its student population through ATS and ARIS. Our data indicates that 18.6% of the student population are ELLs that are actively receiving services while over 80% of our student population's parents speak a language other than English at home. To verify the exact language and dialect of preferred contact (written or oral), a survey is distributed at the beginning of every school year. Additionally, blue cards have a place for parents to record their preferred language of written and oral communication. Copies of both the survey and blue card of every child are kept securely in the classroom, main office and nurse's office. Every teacher, administrator and related service providers has access to this information. Parents are notified of our school's and the DOE's available translation services and covered languages through a letter sent home and a posting at our main entrance.

Part B: Strategies and Activities

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

We utilize the School Messenger notification system as our platform to connect with parents by voice, text messages and even email. The program offers instant translation of our messages in over 50 languages. These parent preferences for language are input in excel format of reports generated from ATS. For written notices, PS 101 utilizes the Translation and Interpretation Unit to provide us with translated versions to staple to the English copy and sent home. Digital versions of English notices are made available on our school website (<http://www.ps101K.com>) immediately after publication. These memos are then linked to online translation services such as Babel Fish (<http://babelfish.yahoo.com>) or Google Translate (<http://translate.google.com>) to make them accessible to our non-English speaking parents. Our assistant principal, pupil accountant secretary and parent coordinator are in charge of engaging the translation office for such requests. On occasion, we ask our bilingual staff members to translate notices when necessary. If teachers have unique classroom notices to be sent home, they likewise contact the Translation Unit for support. Parents are also encouraged to visit the school if there are any questions or concerns. At such occasions, translators are made available to accompany the parent. Our staff is capable of speaking the top four languages of our parent population: Chinese (Mandarin and Cantonese), Spanish, Arabic and Russian.

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.

Parents are always encouraged to visit the school if there are any questions or concerns. If a non-English speaking parent requests assistance in their home language, a staff member is made available. If there are no staff members available to provide translation in the requested language, the Translation and Interpretation Unit is utilized. At parent-staff meetings, translators are notified in advance and made available to accompany the parent. Our staff is capable of speaking the top four languages of our parent population: Chinese (Mandarin and Cantonese), Spanish, Arabic and Russian. At parent-teacher conferences, bilingual in-house staff members and volunteers from an outside after school program (Angel Center) wait at standby to assist. Minors are never utilized in any situation where student achievement and/or student conduct are discussed.

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>.

P.S.101 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. We have studied the regulation thoroughly and put in place various structures to ensure we meet this requirement. Since our parent population primarily speaks a language other than English at home, we make language translation and interpretation services a priority at our school. Notices are prominently placed in the main entrance and office notifying parents that translation services are available. Printed DoE materials, including registration and Home Language forms, program selection forms, and the Parent Rights and Responsibilities pamphlet are available in English and the parents' native language, when available. Additionally, documents including report cards, student progress reports, conduct, safety and discipline regulations are sent home in translated versions of our majority languages. Translation services are available at all Parent meetings and workshops including Parent Teacher Conferences. We remain informed about the translation and interpretation needs of our families through ATS reports, ARIS and parent surveys. With School Messenger's notification system, online tools, the NYCDOE's Translation and Interpretation Unit, in-house bilingual staff members and volunteers, we are able to readily meet the written and oral communication needs of our parent population. Please see above for more information.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Verrazano School</u>	DBN: <u>21K101</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: The rationale for hosting a Morning ELL Newcomers program is to meet the needs of our newest English Language Learners. During the regular instructional day, our push-in model provides ample content area instruction, but we have found that our newcomers need more than just 90 minutes four times a week to become active participants of our classrooms. This program will target our newcomers' productive language modalities to help them gain confidence in speaking and writing in English. Students will meet four times a week for 1 hour in the morning Mondays through Thursdays beginning December 15th until May 21st. Start time will be 7:15 AM and end time will be 8:15 AM. One certified ESL teacher will rotate to co-teach two classes (taught by general education teachers) who will split approximately 30 students over grades 2, 3, 4, and 5. Materials to be used will include Sussman's On Our Way to Reading and Reading A-Z's ELL Supplement. The general education teachers are all trained in the Orton-Gillingham approach which is significant because the approach is systematic and helpful for students learning how to to read and write.

An additional ESL teacher will be pulling out individual students for a ELL Fluency Program. Every morning a 1-minute "Word of Wisdom" passage is played after morning announcements to help promote socio-emotional wellbeing of our school. These passages are read by our very own students, and this year we'd like to use ELLs to do the readings. It is a fantastic opportunity for them to receive one-on-one coaching in fluency as well as have their confidence boosted because their voices are heard by the rest of the school. The program will take place between December 15th until May 21st between the hours of 7:15-8:15 AM. This teacher will be working with students twice a week, each week.

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: There are multiple online programs that can amplify an ELL's progress in language development. Ongoing professional development will be provided to ESL teachers to help them maximize these programs' usages; they include Imagine Learning and RAZ-Kids. Imagine Learning is a computer program that is designed to help newcomers and struggling readers with phonics and

Part C: Professional Development

survival vocabulary. Teachers receive training on how to implement it in their classroom so that ELLs can receive targeted support. All ESL teachers have attended a 30-minute overview of its major functions and ELL activities at the beginning of the year. A second PD will be hosted to help ESL teachers understand how to generate reports and access other activities to help ELLs review missed skills in January. This PD will be hosted by either an Imagine Learning rep (Mike Arbia) or an ESL teacher, who will attend a webinar and then turnkey it to the rest of the staff. RAZ-Kids is another computer program that targets readers on an individual basis by assigning them books at their reading level and matching comprehension quizzes. 15 teachers have signed up voluntarily to host this program in their classroom - most of whom come from our ELL push-in classrooms. Teachers can track progress with reports and encourage students to record themselves reading for running records. There is also a virtual room of songs, poems and Spanish language books. As the book is read, the words are highlighted. There are also plenty of visual cues to help make language more accessible. The introductory PD will be held for 1 hour during a lunch-and-learn session over the first week of November with a second follow-up in the middle of January to review successful practices and how to assign recordings to students. The PD provider will be Jessica Rivera. There is no cost to this workshop.

Each year, our school invites our network's ELL specialist, Sheila Singer, to run a series of ELL PD seminars on "How to Have a Successful Push-In Classroom for ELLs." This informs teachers of research-based practices on working with an ESL teacher in the classroom so that our ELLs can access on-level, content area instruction even as they are learning English. This PD also serves as a soundboard for teachers to air their concerns and to hear from others who have made it work. ESL teachers and their partner classroom teacher are all required to attend. The first of this series occurred on October 20th. Two more dates have been assigned for November 17th and 24th. No funding is needed for this PD and it will occur during our contractual professional development time. Future dates will be set as Ms. Singer's schedule is clarified.

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: PS101K takes an active role in engaging parents of ELLs. It can be a challenge, but we have translators on site for 5 of 6 of our most popular languages: Cantonese, Mandarin, Spanish, Russian and Arabic. We will be using funds to pay teachers per session if a parent meeting requires an on-site translator. We also use the Translation & Interpretation Unit to reach out to parents for these and other languages if a translator is unavailable. A letter has gone home

As for activities, we work in conjunction with our parent coordinator, Margaret Lloyd to plan bi-monthly workshops for which all parents are invited to. Topics include ESL parent information workshop on available community services, fire safety, building writing skills, building reading skills, good study habits, dental health, health workshop, kindergarten orientation, middle school application process, etc. Some

Part D: Parental Engagement Activities

of these workshops are facilitated by community service organizations like Health Plus, Cornell University Nutrition Department, FDNY, a local dentist, etc. To notify parents, we send home translations attach attached to our backpack letters for Chinese and Spanish. (We either pay per session or ask the Translation and Interpretation Unit to write up the letters.) Each workshop is attended by an ESL teacher, and by a translator if parents request one on our return slips.

Specifically for parents of ELLs, a NYSESLAT and ELA/Math State Exam preparation workshop will be held tentatively in mid-February on the 12th at 8:30 AM. This workshop is to educate parents on upcoming state exams, what they will test on and how they may be able to prepare their child for the exams. It will be presented by an ESL provider and a grade 3-5 classroom teacher.

Another workshop titled Homework Help for ELLs will be held in conjunction with Dial-A-Teacher to help coach ELL parents on how they can support their child in school. An ESL teacher and our parent coordinator will be there as well. This workshop will be held tentatively on January 24th at 8:30 AM.

Towards the end of the year, the ESL classrooms often elect to host a multicultural celebration to honor the multiple ethnic groups in our school. In fact, our current ELL population belongs to over 15 ethnic groups. This occasion invites parents up to our classrooms to see the work we’ve done over the school year. We also share each other’s cuisines and decorate accordingly. This festival happens during the first half of June and is tentatively set for June 5th at 1:05 PM.

Additionally, our website (www.ps101k.com) can be translated to over 40 languages with just the click of a button. This website also serves as the umbrella for each individual teacher's websites. The website is a good place for parents to obtain information in their own language.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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