

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

School Name: PUBLIC SCHOOL 102
DBN (i.e. 01M001): 20K102
Principal: CORNELIA SICHENZE
Principal Email: CSICHEN@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

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
Cornelia Sichenze	*Principal or Designee	
Angela Stornaiuolo	*UFT Chapter Leader or Designee	
Kelly Gaultieri	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Silverman	Member/ Teacher/Chair	
Anna Hom	Member/ Teacher/Chair	
Susan Jaquish	Member/ Teacher/Recorder	
Meghan Duffy	Member/ Teacher	
Mayada Abuhamdeh	Member/ Parent	
Maria Felix	Member/ Parent	
Jeremy Del Rio	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

Goal 1: To increase achievement in literacy for all students K-5 through Common Core aligned curriculum and instruction

By June 2015, the percentage of all students tested (excluding students with disabilities and English language learners) will demonstrate a 3-5% increase in meeting and/or exceeding grade level standards in English Language Arts as measured by the 2015 NYS English Language Arts Assessment.

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.

- After careful analysis of our school's 2014 NYS English Language Arts test data results, it was determined that 57.1% of students in the testing grades performed at Levels 3 or 4.
- The breakdown of the data for each grade level of students who performed at Levels 3 or 4 is as follows:
 - Grade 3 students 61.1% (A 0.4% decrease from last year)
 - Grade 4 students 69.1% (A 19.1% increase from last year)
 - Grade 5 students 48.7% (A 5.4 % decrease from last year)
- Progress from 2013-2014 evidenced a 4.2% increase.

Instructional Strategies/Activities

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

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

1. Professional Development:

We have begun our second year implementing the ReadyGEN ELA curriculum which was recommended by the DOE. Citywide professional development sessions continued this past summer, many of our staff attended these sessions. In addition, one of our teachers who received extensive training has applied and was chosen to facilitate ReadyGEN professional development to various NYC DOE teachers.

2. Danielson/Advance Professional Development

Individualized Professional support is given to teachers upon completion of each cycle of observations. In addition, the administration analyzes the data from each cycle to determine trends and patterns regarding areas in need of improvement for teachers. Professional development is planned and implemented based upon this data analysis.

3. Additional Professional Development Each Week:

Teachers meet regularly in Instructional Focus Groups. Teachers are currently exploring and revising the ReadyGEN curriculum to address the need of their students. Teachers engaged in PLCs working to incorporate Guided Reading and also supplement the writing opportunities within the ReadyGEN curriculum. Upon analysis of the program, it was determined that there needs to be additional writing opportunities within each unit of study. Teachers additionally meet on an ongoing basis to engage in Inquiry work, meet with administrators and coaches during grade conferences, model and share during common planning periods and participate in Lunch-n-Learns.

4. Additional Support Services: After school enrichment and academic support programs, Saturday Academy, extended day and AIS will be offered for all students depending upon areas of strength and needs. Services include but are not limited to;

- The Common Core Afterschool Academy which provides academic intervention for 37 weeks, 2 times per week for a total of 3 hours per week with 11 instructors (Special Education and General Education licensed) and 2 instructors (ESL licensed)

- Enrichment programs which focus on the Arts, physical activities and creative writing to help students develop and deepen critical thinking skills. Enrichment afterschool activities which focus on 12 different topics are provided 1 or 2 days per week, depending on the specific activity, for 6-8 week cycles, throughout the school year, taught by 16 instructors.
- The Saturday Academy, which focuses on close reading of complex text, begins in October 2014 and runs through May 2015. A total of 15 teachers with Special Education, General Education and ESL licenses teach students in need of academic intervention for 3 hours per week.
- Academic Intervention Services are provided within the instructional day to those students who are not meeting the standards. Such services include but are not limited to small group, 1:1 Rtl instruction, push in/ pull out model, At-risk SETSS services, Resource Room, Learning Leaders/parent volunteers and after school small group instruction.

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

1. Principal, Assistant Principals, Staff Developers (internal and external), Instructional Coaches, Lead Teachers, and Classroom Teachers, CFN 409 Talent Coach and CFN 409 Instructional Support Team
2. Professional development opportunities are supported by the CFN 409 Talent Coach from the Office of Teacher Effectiveness, CFN 409 Deputy Network Leader, Director of Instruction and additional CFN 409 Instructional Support Staff, as well as the P.S. 102 Administrative Team and school community.
3. Assistant Principals, Instructional Coaches, Lead Teachers, and Classroom Teachers
4. Administration, Instructional Coaches, Special Education Teachers, General Education Teachers and ESL Teachers

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

1. Pre/Post, Unit, Performance Task assessment data is used for the ReadyGEN program. Student assessments are analyzed and used to inform instruction and provide differentiated support services for individual student needs.
2. Danielson observational data is analyzed after each cycle. The data is disaggregated to identify patterns and trends. The information is used to inform the professional development teacher plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and the impact of the professional development offerings.
3. During PLCs teachers collaboratively work on revising units of study to include Guided Reading, Performance Tasks and additional writing opportunities. Guided Reading data is benchmarked across the year. The results are used to inform student grouping. On demand writing samples are also analyzed to determine student strengths/needs, inform upcoming units of study. In addition, data regarding benchmark reading levels are collected and analyzed 3 times each year. The information from the data analysis is used to inform instruction, grouping of students and program schedules. Teachers additionally meet on an ongoing basis to engage in Inquiry work, meet with administrators and coaches during grade conferences, model and share during common planning periods and participate in Lunch-n-Learns.
4. AIS service providers, Saturday Academy Teachers, Enrichment Teachers, Afterschool Common Core Teachers administer ongoing benchmark assessments. Data is analyzed and collaboratively shared with classroom teachers. Teachers of the aforementioned programs administer assessments and tailor their instruction to meet individual student needs through one-to-one and small group instruction.

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

1. Ongoing September – June
2. Ongoing September - June
3. Ongoing September – June

4. Conducted in cycles throughout the year (September – June)
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common planning time- 1 period 5X per week.
 2. Through daily observations, school administrators gather evidence during informal/formal observations. Evidence is organized and prepared for discussion during individual teacher conferences. During feedback sessions collaborative conversations identify development areas with support from the school administration. A mutually agreed upon focus area of development is identified/supported. Upon the return visit, application of new learning will be observed.
 3. Weekly Professional Learning Communities (PLC)- 1period per week/50 minutes per week
 4. AIS and After School program cycle schedules: AIS: September-June/1 period daily/5 days a week/2 teachers, Common Core Afterschool Academy -37 weeks/2X each week/1.5 hours/11 teachers, Enrichment Programs: 1 or 2 days per week/6-8 week cycles/16 teachers/1.5 hours, Saturday Academy: 15 teachers/30 week cycle/ 3 hours per week

Strategies to Increase Parental Involvement

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

In addition to all activities cited in the Parent Involvement Plan (see attached), P.S.102 plans reading activities that involve families that include but are not limited to Reader of The Month and T.V. Turn Off family activities. Parents have been engaged in a series of grade specific meetings to delve into the Common Core State Standards and grade specific expectations. Parents have been given instructional strategies in order to assist their children at home and meet/exceed the standards. Our school community is diligently reaching out to meet with families of students who scored Level 1 or Level 2 on the 2014 State Common Core Exams to give them a clear understanding of their child's results and ways in which parents/families can assist in academic progress. P.S.102 communicates to families through a variety of methods which include but are not limited to hard copy backpacked home, the school website, teacher phone calls/notes as well as School Messenger telephone communication services.

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	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I SWP, Contract for Excellence											

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.

To increase achievement in Mathematics for all students K-5 through Common Core aligned curriculum and instruction

By June 2015, the percentage of all students tested (excluding students with disabilities and English language learners) will demonstrate a 3-5% increase in meeting and /or exceeding grade level standards in Mathematics as measured by the 2015 NYS Math assessment

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.

- After careful analysis of our school's 2014 NYS Mathematics test data results, it was determined that 75.4% of students in the testing grades performed at Levels 3 or 4.
- The breakdown of the data for each grade level of students who performed at Levels 3 or 4 is as follows:
 - Grade 3 students 70.4% (A 6.8% decrease from last year)
 - Grade 4 students 74.7% (A 15.9% increase from last year)
 - Grade 5 students 66.5% (A 7.8% increase from last year)
- Progress from 2013-2014 evidenced a 5.8% increase.

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. Professional Development:

We have begun our second year implementing the GO Math curriculum which was recommended by the DOE. Our lead teachers have trained extensively with our CFN to navigate and implement THINK central web supports for teachers, students and parents. Teachers have participated in professional development sessions led by the Instructional Coaches during which teachers unpacked the curriculum, created pacing calendars and planned for units of study. On-site network support, led by the Math Instructional Coach was conducted for teachers and will be ongoing throughout the year.

2. Danielson/Advance Professional Development

Individualized Professional support is given to teachers upon completion of each cycle of observations. In addition, the administration analyzes the data from each cycle to determine trends and patterns regarding areas in need of improvement for teachers. Professional development is planned and implemented based upon this data analysis.

3. Additional Professional Development Each Week:

Teachers meet regularly in Instructional Focused Groups. Teachers are currently exploring and revising the GO Math curriculum to address the need of their students. Upon analysis of the program, it was determined that there is a need for students to engage in additional problem solving opportunities. Teachers are incorporating Exemplar like problems to support students in developing problem solving strategies. Teachers additionally meet on an ongoing basis to engage in Inquiry work to directly address problem solving strategies/skills and mathematical practices. Teachers meet, plan and share best mathematical practices during grade level meetings, and Lunch-n-Learns.

4. Additional Support Services:

After school enrichment and academic support programs, Saturday Academy and AIS will be offered for all students depending upon areas of strength and needs. Services include but are not limited to;

- The Common Core Afterschool Academy which provides academic intervention for 37 weeks, 2 times per week for a total of 3

- hours per week with 11 instructors (Special Education and General Education licensed) and 3 instructors (ESL licensed)
- Enrichment programs which focus on the Arts, physical activities and creative writing to help students develop and deepen critical thinking skills. Enrichment afterschool activities which focus on 12 different topics are provided 1 or 2 days per week, depending on the specific activity, for 6-8 week cycles, throughout the school year, taught by 16 instructors.
- The Saturday Academy, which focuses on grade specific math skills begins in October 2014 and runs through May 2014. A total of 15 teachers with Special Education, General Education and ESL licenses teach students in need of academic intervention for 3 hours per week.
- Academic Intervention Services are provided within the instructional day to those students who are not meeting the standards. Such services include but are not limited to small group, 1:1 RtI instruction, push in/ pull out model, At-risk SETSS services, Resource Room, Learning Leaders/parent volunteers and afterschool small group instruction.

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

1. Principal, Assistant Principals, Staff Developers (internal and external), Instructional Coaches, Lead Teachers, and Classroom Teachers, and CFN 409 Instructional Support Team
2. These professional development opportunities are supported by the CFN 409 Talent Coach from the Office of Teacher Effectiveness, CFN 409 Deputy Network Leader, Director of Instruction and additional CFN 409 Instructional Support Staff, as well as the P.S. 102 Administrative Team and school community.
3. Assistant Principals, Instructional Coaches, Lead Teachers, and Classroom Teachers
4. Administration, Instructional Coaches, Special Education Teachers, General Education Teachers and ESL Teachers

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

1. Pre/Post, Unit, Performance Task assessment data is used for the GO Math program. Student assessments are analyzed and used to inform instruction and provide differentiated support services for individual student needs.
2. Danielson observational data is analyzed after each cycle. The data is disaggregated to identify patterns and trends. The information is used to inform the professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and the impact of the professional development offerings.
3. During Professional Learning Communities teachers are engaging in revising units of study to include GO Math, the EXEMPLAR program and performance tasks. Unit and benchmark data is analyzed ongoing throughout the year. Once analyzed the data used to inform upcoming units of study, inform instructional practices, strategic grouping of students, curriculum mapping/pacing calendar and program scheduling.
4. AIS service providers, Saturday Academy Teachers, Enrichment Teachers, Extended Day and Common Core Teachers administer ongoing benchmark assessments. Data is analyzed and collaboratively shared with classroom teachers. Teachers of the aforementioned programs administer assessments and tailor their instruction to meet individual student needs through one-to-one and small group instruction.

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

1. Ongoing September – June
2. Ongoing September - June
3. Ongoing September – June
4. Conducted in cycles throughout the year (September – June)

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

1. Common planning time- 1 period 5X per week.
2. Through daily observations, school administrators gather evidence during informal/formal observations. Evidence is organized and

prepared for discussion during individual teacher conferences. During feedback sessions collaborative conversations identify development areas with support from the school administration. A mutually agreed upon focus area of development is identified/supported. Upon the return visit, application of new learning will be observed.

3. Weekly Professional Learning Communities (PLC)- 1period per week/50 minutes per week/all teachers

4. AIS and enrichment program cycle schedules: AIS: September-June/1 period/5 days a week, Common Core Afterschool Academy:37 weeks/2X each week/1.5 hours/11 teachers, Enrichment Programs: 1 or 2 days per week/6-8 week cycles/16 teachers/1.5 hours, Saturday Academy:15 teachers/30 week cycle/ 3 hours per week

Strategies to Increase Parental Involvement

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

In addition to all activities cited in the Parent Involvement Plan (see attached), P.S.102 plans math activities that involve families that include but are not limited to Family Math Night and the Math Bee. Parents are engaged in Math workshops that focus on Exemplars and the expectations of grade specific math concept expectations. Parents have been given instructional strategies in order to assist their children at home and meet/exceed the standards. Our school community is diligently reaching out to meet with families of students who scored Level 1 or Level 2 on the 2014 State Common Core Exams to give them a clear understanding of their child's results and ways in which parents/families can assist in academic progress. P.S.102 communicates to families through a variety of methods which include but are not limited to hard copy backpacked home, the school website, teacher phone calls/notes as well as School Messenger telephone communication services.

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

Title I SWP, Contract for Excellence

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.

To increase achievement in literacy for students with disabilities and English language learners K-5

By June 2015, the percentage of all students who have been identified as students with disabilities and English language learners (inclusive of the bottom third) will demonstrate a 3-5% increase in percentage of students achieving an Average Growth Percentile of 75 or higher as measured by the 2015 NYS English Language Arts Assessment

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.

- This has been determined as an area of need after a careful analysis of our 2013-2014 School Quality Guide. In analyzing the Median Adjusted Growth Percentile for our school's bottom third, our school result was 75.0. The range for our Peer Comparison was 57.5-86.5.
- Comparison of the data of our school's 2013 and 2014 NYS ELA test data results, it was determined that the Percent of students who are at 75th Growth Percentile or Higher is as follows:

School Year	2013	2014
English Language Learners	33.3%	41.4%
Self-Contained/ICT/SETTSS	31.3%	51.7%

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. Professional Development:

We have begun our second year implementing the ReadyGEN curriculum which was recommended by the DOE. Many of our teachers have trained extensively with Pearson consultants to navigate and implement various components of the program utilizing various methodologies to support SWDs and ELL's. Teachers have participated in professional development sessions led by the Instructional Coaches and ReadyGEN facilitators during which teachers revised the curriculum, created pacing calendars and planned for units of study. ESL and SE teachers are participating in Orton-Gillingham training.

2. Danielson/Advance Professional Development:

Individualized Professional support is given to teachers upon completion of each cycle of observations. In addition, the administration analyzes the data from each cycle to determine trends and patterns regarding areas in need of improvement for teachers. Professional development is planned and implemented based upon this data. These professional development opportunities are supported by the CFN 409 Talent Coach. The Administrative Team is also supported by the Network's Deputy Network Leader and Director of Instruction.

3. Additional Professional Development Each Week:

Each week, teachers meet in Professional Learning Communities (PLC). Teachers are currently exploring and revising the ReadyGEN curriculum to address the need of their students. Teachers engaged in PLCs working to incorporate Guided Reading and also supplement the writing opportunities within the ReadyGEN curriculum. Upon analysis of the program, it was determined that there needs to be additional writing opportunities within each unit of study. Teachers additionally meet on an ongoing basis to engage in Inquiry work, meet with administrators and coaches during grade conferences, model and share during common planning periods and participate in Lunch-n-Learns.

4. Additional Support Services:

After school enrichment and academic support programs, Saturday Academy and AIS will be offered for all students depending upon areas of

strength and needs. Services include but are not limited to;

- The Common Core Afterschool Academy which provides academic intervention for 37 weeks, 2 times per week for a total of 3 hours per week with 11 instructors (Special Education and General Education licensed) and 3 instructors (ESL licensed)
- Enrichment programs which focus on the Arts, physical activities and creative writing to help students develop and deepen critical thinking skills. Enrichment afterschool activities which focus on 12 different topics are provided 1 or 2 days per week, depending on the specific activity, for 6-8 week cycles, throughout the school year, taught by 16 instructors.
- The Saturday Academy, which focuses on close reading of complex text, begins in October 2014 and runs through May 2015. A total of 15 teachers with Special Education, General Education and ESL licenses teach students in need of academic intervention for 3 hours per week.
- Academic Intervention Services are provided within the instructional day to those students who are not meeting the standards. Such services include but are not limited to small group, 1:1 Rtl instruction, push in/ pull out model, At-risk SETSS services, Resource Room, Learning Leaders/parent volunteers and Extended Day small group instruction. Individualized RTI plans are created for students and include supplemental support services throughout the school day.
- Daily ESL instruction is provided for our mandated ESL students. Instruction is provided in a push-in/pull-out model.

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

1. Classroom (General and Special Education) Teachers, Assistant Principals, Principal, SETSS Teachers, AIS Teachers
2. SAT Team, SETSS providers, IEP Teacher, Assistant Principals
3. AIS Teachers, Special Education and General Education Teachers, Assistant Principal
4. ESL Teachers

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

1. Teachers of After-school programs administer assessments and tailor their instruction to meet individual student needs through individual and small group instruction
2. Assessments are administered and analyzed. SAT team and Special Education teachers utilize information to tailor IEP goals and classroom short term learning goals.
3. AIS providers administer ongoing benchmark assessments. Data is analyzed and collaboratively shared with classroom teachers. Plans and lessons are created to address individual/group needs.
4. Benchmark assessments (Performance, Unit) are administered to ESL students ongoing throughout the year. Data is shared with ESL team and classroom teachers.

• Timeline for implementation and completion including start and end dates

1. Ongoing September – June
2. Ongoing September - June
3. Ongoing September – June
4. Ongoing September – June

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

1. Common Core Afterschool Academy -37 weeks/2X each week/1.5 hours/11 teachers, Enrichment Programs: 1 or 2 days per week/6-8 week cycles/16 teachers/1.5 hours, Saturday Academy- 15 teachers/30 week cycle/ 3 hours per week
2. Special Education Teacher Support Services (SETSS) services are provided as per each student's individual education plan/2 teachers.
3. Academic Intervention Services (AIS): September-June/1 period/5 days a week
4. English As A Second language (ESL): September-June/1-2 period(s)/5 days a week/2 teachers

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).

In addition to all activities cited in the Parent Involvement Plan (see attached), P.S.102 plans activities that involve families which include but are not limited to: International Celebration, Family Movie Night, Family Sports Night, and Family Spring Carnival. Parents are engaged in workshops that focus on grade level expectations. Parents have been given instructional strategies in order to assist their children at home and meet/exceed the standards. Our school community is diligently reaching out to meet with families of students who scored Level 1 or Level 2 on the 2014 State Common Core Exams to give them a clear understanding of their child's results and ways in which parents/families can assist in academic progress. P.S.102 communicates to families through a variety of methods which include but are not limited to hard copy backpacked home, the school website, teacher phone calls/notes as well as School Messenger telephone communication services.

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

Title I SWP, Contract for Excellence

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.
n/a

Comprehensive Needs Assessment

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

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. n/a

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

1. n/a

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

1. n/a

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

1. n/a

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

6. n/a

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
-----	----------	-----	----------	-----	-----------	-----	-----------	-----	-----------	-----	--------

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

n/a

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

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.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
1. n/a
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1. n/a
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
1. n/a
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Multi-layered strategies- modeling scaffolded, explicit instruction	Small group/one-to-one	During the school day
Mathematics	Self-assess, play games, math vocabulary, problem solving, manipulatives, making connections	Small group/one-to-one	During the school day
Science	AIS and extended day instruction focus on content area reading that reflects NYC Science Scope and Sequence	Small Group	During the school day
Social Studies	AIS and extended day instruction focus on content area reading that reflects NYC Social Scope and Sequence	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- risk guidance	Small group/one-to-one	During the school day

**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 *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.					
x	School Wide Program (SWP)	n/a	Targeted Assistance (TA) Schools	n/a	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"> ➤ All of the Teachers at PS 102 are Highly Qualified. ➤ Mentors are assigned to support new, struggling and non-HQT. ➤ Differentiated Professional Development is provided to support the retention of Highly Qualified Teachers. ➤ When a new position arises, the administration tries to hire a Highly Qualified Teacher to fill the position. If a Highly Qualified Teacher is not selected for the job, the administration will ensure that the teacher selected is supported to become Highly Qualified. ➤ When reorganizing, the administration ensures that the assignment matches the teacher's license area.

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).
High Quality professional development have been planned and designed for the principal, teachers, paraprofessionals and staff to enable all students to meet the Common Core State Standards. PS 102 has enlisted instructional staff from CSA's Educational Leadership Institute, Office of Teacher Effectiveness, CFN 409, and ReadyGEN to assist us in professional development. Administrators and Teachers have been sent to workshops to turn key information needed to ensure that we are preparing students to be college and career ready. PS 102 has enlisted an AUSSIE to assist our teachers with their inquiry study with a focus on Close Reading. Teachers are meeting daily during their common preps to plan and analyze trends in data. Supervisors and coaches track trends from teachers' observations relative to the Danielson Domains to plan professional development according to their areas in need of improvement. All staff members has been given a Professional Development calendar listing grade meetings, monthly staff conferences, lunch and learns and other workshops in an effort to dig deeper with the CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds will be allocated if parent requests (after completing/inquiring with school) supplies for students. Classroom teachers will supply students if necessary with class/home supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
P.S.102 conducts in-coming Kindergarten family/ parent orientation sessions. Invitations are mailed to parents/families and posted on the school website. The Orientation Session begins the ongoing process of giving our in-coming families the information relative to our school community to help their children succeed academically and emotionally. P.S.102 has developed partnerships with neighborhood pre-schools and invites them to visit our school in the Spring to introduce their pre-school students to our school. Pre-school students visit our Kindergarten classrooms with their current school personnel. Our parent coordinator schedules and conducts pre-school parent tours for prospective families to familiarize them with our school community and to assist in making an informed decision as to the best choice for their child.

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.

The MOSL Committee which consists of Teachers, UFT Chapter Chair and Administrators work in collaboration to select measures of student learning. Teacher teams analyze student work and data and plan instructional goals accordingly. Administration, Literacy Coaches, Lead Teachers, Staff Developers, Network Instructional Staff, and outside Professional Development Resources support teachers with on-going professional development experiences.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a



THE BAY VIEW SCHOOL
Public School 102
211 72nd Street
Brooklyn, NY 11209
(718) 748-7404
Fax No. (718) 836-9265
www.ps102.org

Learners Today Leaders Tomorrow

Cornelia Sichenze
Principal

Laura Fasanelle
Assistant Principal

Daiana Bertolini
Assistant Principal

Parent Involvement Policy (PIP) Template

PS 102 – THE BAY VIEW SCHOOL
School Parental Involvement Policy: 2014/2015 School Year

Part I. General Expectations

PS 102 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students 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 and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve 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 parent 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 –
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - 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.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State: www.nyspirc.org

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

1. PS 102 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan under Section 1112-Local Educational Agency Plans of ESEA.
 - Publicize and encourage attendance at District CEC meetings and District or Office of Family Engagement sponsored workshops.*
 - Encourage parents to apply for CEC seats when available.*
2. PS 102 will take the following actions to involve parents in the process of school review and improvement under section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Notify parents of school report card, standardized test results and other measures of school success and Encourage them to become involved in the PTA Title I Committee and SLT.*
3. PS 102 will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs by:
 - Encouraging enrollment and attendance of our future students in area pre-K programs.*
 - Provide information and registration material for area pre-K programs.*
 - Working closely with on-site HeartShare After School Program*
 - Encourage families to sign up for BPL programs such as Summer Reading*
4. PS 102 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 the Title I, Parent A program. The evaluations 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 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.
5. PS 102 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among PS 102, parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, but undertaking the actions described in this paragraph -
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments.
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators;

Assistance described above will be accomplished through workshops led by P.S. 102 staff, and providing information and encouragement and when able, transportation to workshops and seminars held outside the school, such as Learning Leaders, UFT, District Office. The school will also provide one-one assistance at conferences and by maintaining an open-door policy and reasonable access to teachers and other staff to discuss individual child's needs. Parent Coordinator maintains lending library of parenting material and materials to assist children academically at home. Brochures on Academic standards, State, City and Regional expectations are distributed at each grade level.

- b. PS 102 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, to foster parental involvement by:
 - K-5 Parent Workshops on Curriculum Expectations for each grade.
 - Grade 3-5 Test Prep workshop

- ESL Classes for Parents
- Learning Leaders school volunteer program
- Referrals to other adult education providers in the community
- Referrals to other parenting workshops in community, regional office
- Parent lending library and parenting information on our school web site.

c. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parent 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:

- Professional Development Articles and Workshops on Parent Involvement
- Learning Leaders Program
- Parent Coordinator provides list of Volunteer Parent Translators
- Close collaboration of teachers and PTA on activities such as TV Turnoff Week, Monthly spirit activities, Garden program, etc.
- Central and Regional PD for teachers, Principal, Assistant Principals and parent coordinator.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Early Childhood Education programs such as Head Start that support parents in more fully participating in the education of their children.

- HeartShare After School Program
- Brooklyn Public Library – Summer Reading Program
- ESL Resource List
- Provide Pre-K Registration and Referrals to CBO and PS Pre-K programs.

e. 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parents can understand:

- Translated material on parenting and Citywide/Regional notices are sought out and made available in five languages at the Parent Information Table.
- Invitations, notices, etc. are translated as time allows.
- Parent involvement activities are explained to Adult ESL class, participation is encouraged.
- List of volunteer translators and interpreters is maintained and distributed to staff.
- All content on our school web site can be instantly translated.

Part III. Discretionary School Parental Involvement Policy Components N/A

Part 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 PA/PTA Agenda and sign-in sheet attached. This policy was adopted by PS 102 on 6/11/14 and will be in effect for the period of 1 year. The school will make this policy available to all parents of participating Title I, Part A children on or before 9/4/2014.



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SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

PS 102 – THE BAY VIEW SCHOOL

SCHOOL-PARENT-STUDENT COMPACT: 2014/2015 School Year

PS 102 agrees:

- To provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet student academic achievement standards
- To hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to an individual child's achievement
- To provide parents with frequent reports on their child's progress
- To provide parents with reasonable access to staff
- To provide parents with opportunities to volunteer and participate in their child's class and school-wide activities, and to observe classroom activities

As a PARENT I agree to:

- Support my child's learning by making education a priority in our home by
 - Making sure my child is on time and prepared for school every day
 - Talking with my child about his/her school activities every day
 - Scheduling daily homework time and providing a place conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
- Volunteer, as able, in my child's classroom or school-wide activities
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education by promptly reading all notices from the school received by my child and responding as appropriate
- Read together with my child every day
- Provide my child with a library card
- Communicate positive values and character traits such as respect for others, hard work and responsibility
- Be aware of and follow the rules and regulations and discipline policy of the school
- Express high expectations and offer praise and encouragement of achievement
- Make sure that my child gets enough sleep every night

As a STUDENT I agree to:

- Come to school ready to do my best
- Come to school with all the necessary tools for learning – pens, pencils, books, etc.

- Listen and follow directions
- Be honest and respect the rights of others
- Follow the school and class rules
- Ask for help when I don't understand
- Do my homework every day and ask for help when I need it
- Study for tests and assignments
- Read at least 30 minutes every day outside of class, read with my parents
- Get enough sleep every night
- Use the library to get information and find books that I enjoy
- Give my parents all notices and information I receive at school each day

SIGNED:

 (Cornelia Sichenze, Principal) (Parent) (Student)

5. .
DBN: 20K102

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$832,971.15	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	\$195,235.00	X	See action plan
Title III, Part A	Federal	\$23,728.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,207,405.00	X	See action plan

¹Explanation/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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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: PS 102 The Bayview School	DBN: 20K102
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: 4
of content area teachers: 0

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:

Many of our immigrant students in grades 3-5, including our ELLs and former ELLs, are not meeting grade level standards in literacy and mathematics. In order to provide targeted instruction based on data from the NYSESLAT, ELA and Math State tests, we will conduct a Saturday Academy and After School program for our current ELLs, as well as our former ELLs who have scored at the proficient level on the NYSESLAT in the past two years. We will focus on providing supplemental literacy and math instruction to these subgroups of students in grades 3, 4 and 5. Teachers will utilize materials from a variety of sources including Reading Reform, non-fiction photographs to develop oral language and writing, and leveled fiction and non-fiction texts for guided reading. Additional math support will be provided using the Reteach component of Go Math and teacher-created materials to support math concepts within the curriculum. Snacks and materials will be provided to students at no cost to Title III funding.

The Saturday program will take place in two sessions. Session one will run from October through December and consist of nine sessions. Session two will take place from January through May and consist of ten sessions. Students will attend the program from 9:00am until 12:00pm. The After School program will take place in two sessions from October through December and from January through May. The hours of the program are from 2:45-4:15pm on Wednesdays and Thursdays. In all, there will be approximately 46 sessions of After School.

Over the course of the two programs we will service approximately 59 ELLs and 20 former ELLs in grades 3-5. As the programs are running concurrently with other After School and Saturday programs, a supervisor or a teacher-in-charge will be on duty to ensure a safe and rigorous academic environment but will not be paid from Title III Immigrant funds. The program will enlist the services of 4 ESL certified teachers, all of whom received data from the NYSESLAT, ELA and Math State tests as well as the goals of the program prior to its commencement date. All instruction will occur in English using ESL methodology.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

The two senior ESL teachers, Ms. Easterling and Ms. Manfredi, will provide professional development to the four ESL certified teachers (Ms. Maloney, Ms. Zaccone, Ms. Wilkinson and Mr. Lantieri) working the Title III programs. Content area teachers working in other After School and Saturday programs will be invited to attend as well. Professional development is taking place on Mondays during the allotted time from 2:40-4:00 at no cost to Title III Immigrant funding. The professional development in October focused on the needs of individual students being serviced in the Title III programs based on state assessment results. There will be monthly workshops discussing literacy strategies turn-keyed by Ms. Easterling, one of our ESL teachers who is pursuing a Master's degree as a Literacy specialist at NYU. In addition, we plan to use the videos and other resources on the DELLSS website as presentations followed by a discussion on how to improve instruction in our Title III programs. These resources include the Common Core Videos for ELL Instruction, Scaffolding Instruction for ELLs: Resource Guides for ELA and Mathematics, and the Response to Intervention (RTI) Interactive Online Course. Additional DELLSS professional development opportunities will be distributed to Title III program teachers as well as other content area teachers as they become available.

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:

In January and May, ESL teachers, Ms. Manfredi and Ms. Easterling, will be presenting literacy workshops on research-based best practices to Title III parents and any other ELL parents who may be interested. These workshops will provide strategies parents can implement at home with their children in either their native language or in English. Translators will be provided as needed. In order to notify parents of the workshops, both translated and English versions of the notices will be sent home and signs will be posted by the entrance to the school. Additionally, each year in March, the ESL staff (Ms. Manfredi, Ms. Easterling, Ms. Maloney, Ms. Wilkinson and Ms. Zaccone) provides a grade band and language specific parent workshop on NYSESLAT expectations. Translators are provided as needed and

Part D: Parental Engagement Activities

invitations are sent home in native languages as well as English so that families are aware of the opportunity. In November, the parent coordinator, Ms. Sheri, and ELL coordinator, Ms. Manfredi, are planning to provide professional development for classroom teachers on services available through the DOE’s Translation and Interpretation Unit in order to encourage parental involvement.

Our parent coordinator, Ms. Sheri, is another valuable resource for all of our parents and caregivers, including our ELL parents. She conducts a Conversational ESL Class for parents on Mondays from October through June and provides updated lists of ESL classes by community based organizations. In an attempt to improve communication with the parents of our ELLs and other parents who may speak another language at home, we have translated parent notifications in regards to school events, reminders, field trip permission slips, and health notices. These notices are usually available in the eight languages translated by the Translation and Interpretation Unit. Ms. Sheri coordinates translators for parent teacher conferences, PTA meetings, parent workshops and other school events on an as needed basis. In addition, she organizes the Learning Leaders program which provides tutoring for our struggling students including our ELLs. The Learning Leaders program also has several bilingual parents and community members in the program who are teamed up with ELLs who share a common native language. The Learning Leaders program continues to be an effective way to involve parents in our school. Additionally, our P.S. 102 website is updated on a daily basis and is instantly translatable in approximately 70 languages and weekly automated phone calls go out to families in their preferred language informing them of upcoming important events. These services will be provided at no cost to Title III Immigrant funding.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 20	Borough Brooklyn	School Number 102
School Name The Bay View 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 Cornelia Sichenze	Assistant Principal Laura Fasanelle
Coach	Coach Ann Perrone
ESL Teacher Janine Manfredi	Guidance Counselor Lorraine Perazzo
Teacher/Subject Area Ann Marie Summa/1st Grade	Parent Rana Abu-Sbaih
Teacher/Subject Area Michael Silverman/5th Grade	Parent Coordinator Margaret Sheri
Related Service Provider Rosanne Tubio Cid/SETSS	Other Cassandra Easterling/ESL
Network Leader(Only if working with the LAP team) type here	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.	5	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	0
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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1357	Total number of ELLs	184	ELLs as share of total student population (%)	13.56%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1	2	0	1	1								6
Pull-out	4	2	2	1	2	2								13
Total	5	3	4	1	3	3	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	161	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	23	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
Dual Language										0
ESL	161	0	9	23	0	14	0	0	0	184

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	161	0	9	23	0	14	0	0	0	184
Number of ELLs who have an alternate placement paraprofessional: <u>3</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
SELECT ONE														0
SELECT ONE														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
SELECT ONE																			0	0
SELECT ONE																			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	
SELECT ONE									0	0	
SELECT ONE									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	24	9	8	3	8	4								56
Chinese	9	3	1	3	2	1								19
Russian	1	0	3	2	0	1								7
Bengali	1	1	0	0	0	0								2
Urdu	0	0	0	0	0	0								0
Arabic	26	18	16	9	9	14								92
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	1	0	0	0	0								2
Albanian	1	0	2	0	1	0								4
Other	0	1	0	1	0	0								2
TOTAL	63	33	30	18	20	20	0	184						

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)	31	10	6	12	6	4								69
Intermediate(I)	9	5	5	3	3	12								37
Advanced (A)	23	18	19	3	11	4								78
Total	63	33	30	18	20	20	0	184						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	2	0	0	13
4	8	2	0	0	10
5	6	2	0	0	8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	5	0	4	0	3	0	15
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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.
 During the 2012-2103 school year, P.S. 102 used Rigby and CARS to determine the early literacy skills of our students in kindergarten through fifth grade. According to Rigby leveling, 77% of kindergarten students, 82% of first grade students, 67% of second grade students, 67% of third grade students, 57% of fourth grade students, and 63% of fifth grade students were reading at

or above grade level by the end of the year.

The CARS assessment was administered to students in kindergarten through fifth grade in October, February, and May in order to track progress and adjust instruction as necessary. In kindergarten, the October administration of the test indicated the greatest area of weakness was Putting Ideas in Order with 45% of students responding correctly to questions assessing this skill. By May, this skill showed the greatest growth with 87.8% of students answering correctly. Overall, the October kindergarten CARS assessment indicated a need to develop all early literacy skills assessed including Main Idea (76.4% correct), Finding Details (66.3% correct), Understanding What Happens and Why (60.9% correct), Making a Guess (79.1% correct), and Figuring Things Out (74.5% correct). Over the course of the year, the classroom teachers and ESL providers addressed these skills and by May the percent of correct responses increased an average of 21.4%.

The same early literacy skills were assessed on the first grade CARS assessment. The greatest weakness in October was again Putting Ideas in Order with 55.3% of students responding correctly. By May, this skill had increased by 10% and the skill with the greatest growth was Understanding What Happens and Why increasing 18.8%. Overall, first grade scores increased by 8.3% from October to May.

In second grade the trend continued and the early literacy skill requiring the most focus in October was Understanding Sequence with 41.7% of students responding correctly. By May, this skill showed the greatest improvement with the average number of correct responses increasing to 71.8%.

Of the skills assessed on the third grade CARS assessment, Recognizing Cause and Effect was the skill with the greatest deficiency with 142 students responding incorrectly. By the May administration, 26 of these students made progress, however this skill continued to be the most challenging for students. Overall, 31.3 students made progress on the reading strategies assessed from October to May.

Of the skills assessed on the fourth grade CARS assessment, Identifying Author's Purpose was the skill with the greatest deficiency with 168 students responding incorrectly. By the May administration, 12 of these students made progress, however this skill continued to present the most difficulty for the students in the grade. Overall, 25 students made progress on the reading strategies assessed from October to May.

For the fifth grade CARS assessment, Drawing Conclusions and Making Inferences was the skill with the greatest deficiency with 159 students responding incorrectly. By May, 16 of the students made progress in applying the skill. At this point, Identifying Author's Purpose presented as the most challenging for the students. Overall, 32.3 students made progress on the skills assessed through CARS from October to May.

Based on the October CARS data, classroom and ESL teachers adjusted their instruction in order to provide students with ample opportunities to practice the early literacy skills in which they were deficient. In kindergarten, first and second grades, teachers focused on sequencing skills including using clue words and how to sequence a fiction passage that may include events presented out of sequential order. In grades three, four and five, classroom teachers as well as ESL teachers used the data generated from the CARS assessment to inform instruction. We focused on the reading strategies that presented the most challenge for our students providing explicit instruction and ample opportunities to practice these skills. Teacher reflections specific to English Language Learners revealed a need for developing vocabulary as a lack of sufficient vocabulary and background knowledge puts ELLs at a disadvantage. Additionally, teachers indicated a need to teach ELL students strategies for using the context of a passage to determine the meaning of unknown words.

For the 2013-2014 school year, our school is using the Fountas & Pinnell Benchmark Assessment System to determine independent and instructional reading levels starting in kindergarten. Each student's reading progress is then recorded throughout their academic career on the P.S. 102 Record of Reading Progress. This record is passed on to each successive teacher and gives a visual snapshot of the student's progress toward grade-level reading standards as well as one way of determining whether the student requires any intervention services.

The early literacy skills of all kindergarten and first grade students at PS102, including ELLs, are additionally assessed using an early literacy assessment developed by our Early Childhood Literacy Coach. This assessment, administered to students on an individual basis in the fall, winter, and spring, tracks student development in phonemic awareness, alphabet recognition, decoding, high frequency words, and spelling. This assessment helps teachers differentiate instruction and form guided reading groups by indicating student strengths and weaknesses.

Furthermore, during registration, our school administers a pre-entry readiness assessment to our incoming kindergarteners in order to have a better gauge on their foundational skills as well as to identify candidates for our Reading Reform program. This assessment, also used as the informal interview in conjunction with the HLIS, provides insight into students' conversational skills, letter recognition, knowledge of sound-symbol correspondence, and vocabulary development. This helps us to determine language dominance as well as foundational literacy skills.

All data generated from formal and informal assessments is used to drive instruction. Classroom and ESL teachers use data when planning explicit reading and writing lessons. ELL teachers work collaboratively with classroom teachers in professional learning communities and during grade meetings to plan instruction for all students including our ELLs so that students' abilities can be

highlighted and any areas of weakness can be strengthened.

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

Our highest concentration of ELLs are in kindergarten through second grade encompassing 68% of our total ELL population. At the kindergarten level, 63% of the students are at the beginner or intermediate level based on the Fall 2013 administration of the Level I LAB-R. Based on either the LAB-R or the NYSESLAT, over half of first and second grade ELLs are at the advanced level with 55% and 63% respectively. In grades three and five, over 80% of our students are at the beginner/intermediate level due to an influx of recent admits to our school. In fourth grade, the students are split roughly in half between the beginner/intermediate levels and the advanced levels with 45% and 55% of the students respectively.

Our kindergarten students were stronger in the listening and speaking section of the LAB-R than the reading section with beginner/intermediate students correctly answering 14% of the listening and speaking questions and 11% of the reading questions. The trend continued with the advanced students who answered 76% of the listening and speaking questions correctly and 16% of the reading questions. Of kindergarten students administered the Spanish LAB, the average percentile score was 53%. This coincides with the trend we have noticed over the years that a large number of our students are in the process of acquiring both their native language and English simultaneously.

Our first grade new admits were administered the Fall 2013 Level I LAB-R and the majority, 80%, scored at the beginner level correctly responding to 8% of the listening and speaking questions and 15% of the reading questions.

Of the second and third grade students administered the Fall 2013 Level II LAB-R, 100% scored at the beginner/intermediate level including 57% who were unable to respond in English using the four modalities assessed. Of the second grade students who were able to respond in English, they performed better on the reading and writing sections than the listening and speaking sections correctly responding to 53% of the reading and writing questions and 2% of the listening and speaking questions. The third grade students who were able to respond to the required questions performed about the same on the listening/speaking sections and the reading/writing sections correctly responding to 25% and 24% of questions respectively. One Spanish LAB was administered to a newly admitted third grade student who scored at the 1st percentile. This coincides with the trend we see that a large number of our ELLs in grades three through five are not literate in their native language.

New admits in fourth and fifth grades were administered the Fall 2013 Level III LAB-R. 50% of the students assessed were unable to respond to the given questions using English. Of the remaining students, they performed slightly better on the listening/speaking sections than the reading/writing sections correctly answering 47% and 36% of the questions respectively. Two fourth grade Spanish LAB tests were administered. Of these, one student scored at the 1st percentile while the other student scored at the 22nd percentile. This data is reflective of the fact we have observed that the majority of our new admits in grades three through five are not literate in their native language.

Based on the data revealed by the LAB-R, it is important for the ESL teachers at PS102 to consistently include instruction in the four modalities, listening, speaking, reading, and writing, on a daily basis as our newly admitted students do not have a strong dominance and instead require support in all areas.

For the most recent administration, proficiency levels were not provided for associated raw scores on the four subtests of the NYSESLAT. In past years, however, we have noticed the trend that our students tend to perform better on the listening and speaking band than the reading and writing band due to the natural progression of second language acquisition.

For the 2013 NYSESLAT, the grades were rebanded and the types of questions were modified in order to begin alignment of the test with the Common Core Learning Standards. Despite the new format of the test, ELLs at PS102 still performed well with 29% of current first graders achieving proficiency, 45% of current second graders, 55% of current third graders, 40% of current fourth graders and 21% of current fifth graders also reaching proficiency. At each grade level except for the current fifth graders, less than 40% of ELLs scored at the beginner or intermediate levels with the majority of students either reaching proficiency or scoring at the advanced level. For the current fifth graders, 63% of the ELLs scored at the beginner/intermediate levels with 62% of those students having received zero to three years of ESL services. Of the remaining 38% of the students scoring at the beginner/intermediate level in our current fifth grade, 80% of them receive special education services in a self-contained setting and have received five years of ESL services.

Based on the data from the NYSESLAT, ESL teachers at PS102 will continue to focus on supporting the second language development of our ELLs through daily listening, speaking, reading and writing instruction designed to align with and support ELA and content area instruction in both push-in and pull-out settings. Teachers will continue to informally monitor the progress of students on a daily basis while formally monitoring progress on a monthly basis by creating unit tests modeled after the types of questions the students should expect to see on the NYSESLAT thereby preparing students for the unique format of the test and alerting teachers to adjustments that must be made to instruction based on student 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 [AMAQ tool](#))

N/A

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - The majority of our ELLs are concentrated in the early childhood grades. In kindergarten, 63% of our ELLs are at the beginner/intermediate level based on the LAB-R while 37% are at the advanced level. In the current school year, 45% of our first grade ELLs are at the beginner/intermediate level while 55% of the students scored at the advanced level based on the 2013 NYSESLAT. In second grade, 37% of the ELLs are beginner/intermediate level students, while 63% are advanced level students. 83% of third grade ELLs scored at the beginner/intermediate level on the NYSESLAT while 17% scored at the advanced level. In fourth grade, 45% of our ELLs are at the beginner/intermediate level and 55% are at the advanced level. In fifth grade, 80% of the students in the ELL program are at the beginner/intermediate level and 20% are at the advanced level. Many of the ELLs at the beginner/intermediate level in the upper grades are new entrants to the English Language School System.
 - Our school leadership and teachers use the ELL Periodic assessments in Grades 3-5 to track how our ELLs are progressing in the four modalities.
 - The data generated from the ELL Periodic Assessment helps the ESL and classroom teachers identify student strengths and weaknesses in order to plan for future instruction. The results are helpful in that the standardized nature of the test exposes the students to question types that are similar to what will be seen on the ELA and NYSESLAT.
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](#).)
- The results of the NYSESLAT, ELL Periodic Assessments, ReadyGen performance based assessments and ELL unit tests are used to guide instruction for ELLs in a Response to Intervention framework. Level one supports include those strategies we as ELL teachers provide to all of our students, which are also beneficial to non-ELLs. Such strategies include think alouds, turn and talk, visuals, modeling, self-assessment rubrics, and procedures to encourage discussion. Level two supports provide extra attention and activities for specific students based on their assessment results. At level two, students may receive more explicit feedback and written comments from the teacher and participate in more frequent reading and writing conferences during the regular school day or in the extended day setting. These students may benefit from teachers explicitly teaching grammar rules, word analysis skills and techniques to navigate the text support features of a reading passage. Sentence frames, word banks, anticipation guides, choral reading, speaking prompts and native language support through the buddy system may be utilized to support the students. Level three strategies will provide another layer of individualized instruction for certain students, oftentimes our beginner-level students, in a one-to-one setting in the classroom or in small groups during extended day, after-school or Saturday academy. Level three interventions may include echo reading, cloze reading, sketching, gesturing, labeling, providing partially completed graphic organizers, increased verbal and visual cues, encouraging sentence dictation, partnering students with a native language buddy, AIS, or individualized attention on particular skills with a Learning Leader.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- All classroom and content area teachers of ELLs at PS102 strive to make sure a student's level of second language acquisition is considered in instructional decisions. Students are grouped according to their proficiency level according to the RLAT report generated on ATS for ESL classes so that instruction can be targeted to each subgroup's specific needs. Each year, the ELL teachers provide a list of all current ELLs with their proficiency levels based on the RLAT report generated on ATS in addition to Former ELLs in each class to all classroom teachers in order to provide a basis for intentional grouping within the classroom. Classroom teachers are informed as to parents' responses on page two of the Home Language Information Survey including years of prior formal schooling and the language that was used in instruction so that teachers may consider the needs of individual ELLs when planning instruction. Students may be paired according to proficiency level so that a beginner may work with a more advanced peer or two students who speak the same native language may be paired so the more advanced student can provide native language assistance. When referring students for special education services, the child's ESL teacher is always part of the discussion in conjunction with the School Assessment Team so that the child's level of second language acquisition is taken into account in any decision making. Special services including extended day, After-school and Saturday Academy offered by ESL teachers, as well as the use of the Imagine Learning program, are offered according to proficiency level so that the students who will benefit most from each particular program receive that support.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program by carefully monitoring the gains made on the NYSESLAT over contiguous years. When comparing NYSESLAT data from the 2012 and 2013 administrations, the overwhelming majority of our students showed progress. In the current first grade, three students have NYSESLAT scores from the 2012 and 2013 administrations due to being held over. Two of these students moved up one level from beginner to intermediate and one student moved from beginner to advanced. Of the current second graders who took the 2012 and 2013 NYSESLATs, 100% showed improvement by moving up one or more proficiency levels. 93% of current third graders moved up one or more proficiency levels while 77% of current fourth graders and 60% of current fifth graders did as well. We also assess the effectiveness of our ESL program depending on the number of students on each grade who are able to reach proficiency. 29% of last year's kindergarten students reached proficiency, 45% of last year's first graders, 55% of last year's second graders, 40% of last year's third graders, and 21% of last year's fourth graders reached proficiency as well. Students who have not shown progress are monitored and offered additional support services including extended day, after school, Saturday Academy, AIS or placement with a Learning Leader.

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](#).)

We evaluate the success of our ELL program by carefully monitoring the gains made on the NYSESLAT over contiguous years. When comparing NYSESLAT data from the 2012 and 2013 administrations, the overwhelming majority of our students showed progress. In the current first grade, three students have NYSESLAT scores from the 2012 and 2013 administrations due to being held over. Two of these students moved up one level from beginner to intermediate and one student moved from beginner to advanced. Of the current second graders who took the 2012 and 2013 NYSESLATs, 100% showed improvement by moving up one or more proficiency levels. 93% of current third graders moved up one or more proficiency levels while 77% of current fourth graders and 60% of current fifth graders did as well. We also assess the effectiveness of our ESL program depending on the number of students on each grade who are able to reach proficiency. 29% of last year's kindergarten students reached proficiency, 45% of last year's first graders, 55% of last year's second graders, 40% of last year's third graders, and 21% of last year's fourth graders reached proficiency as well. Students who have not shown progress are monitored and offered additional support services including extended day, after school, Saturday Academy, AIS or placement with a Learning Leader. We evaluate the success of our ELL program by carefully monitoring the gains made on the NYSESLAT over contiguous years. When comparing NYSESLAT data from the 2012 and 2013 administrations, the overwhelming majority of our students showed progress. In the current first grade, three students have NYSESLAT scores from the 2012 and 2013 administrations due to being held over. Two of these students moved up one level from beginner to intermediate and one student moved from beginner to advanced. Of the current second graders who took the 2012 and 2013 NYSESLATs, 100% showed improvement by moving up one or more proficiency levels. 93% of current third graders moved up one or more proficiency levels while 77% of current fourth graders and 60% of current fifth graders did as well. We also assess the effectiveness of our ESL program depending on the number of students on each grade who are able to reach proficiency. 29% of last year's kindergarten students reached proficiency, 45% of last year's first graders, 55% of last year's second graders, 40% of last year's third graders, and 21% of last year's fourth graders reached proficiency as well. Students who have not shown progress are monitored and offered additional support services including extended day, after school, Saturday Academy, AIS or placement with a Learning Leader.

When parents initially enroll their children in our school, we make every attempt to accurately identify each child's home language in order to determine whether the child will require ELL services. Our school secretaries contact one of the ESL teachers or other trained pedagogues to meet with the parents of new admits to conduct a brief oral interview that culminates in the completion of a Home Language Identification Survey (HLIS). One of our five certified ESL pedagogues (Ms. Manfredi, Ms. Easterling, Ms. Choi, Ms. Maloney, and Ms. Wilkinson) conducts an interview with the parents to ensure that they fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as verify if the student has been in a formal educational system in their native country. The licensed ESL teacher also conducts a brief interview with the child to ensure the HLIS completed by the parents reflects the child's language background and abilities. In addition to the English version, the HLIS

is currently available in fourteen languages. Parents who do not have sufficient English language or native language literacy skills to navigate the registration process often bring an interpreter to assist them. When necessary, we ask staff members who speak languages other than English to assist in this process. Translation services are provided upon request whenever necessary. In addition, we have trained Ms. Tubio-Cid, the licensed SETSS pedagogue, to assist in the parent interview process in case the licensed ESL teachers are unavailable.

Our school distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) upon registration. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. In addition, we have an active parent coordinator, Margaret Sheri, who meets with parents new to our school to assist them in matters concerning their child's education as well as to welcome them to our school. The goal is to ensure that parents of newly enrolled students provide accurate information on the HLIS and fully understand the ELL identification process. Mrs. Sheri will contact the Translation and Interpretation Unit when needed or upon request to assist in this process.

After the HLIS is completed by the parent and a brief oral interview with the parent and child is conducted by one of the licensed ESL pedagogues, the ESL coordinator reviews the parental responses and determines whether a language other than English is spoken in the child's home. If it is determined that a language other than English is spoken at home, the ESL coordinator or another trained ESL teacher administers the Language Assessment Battery-Revised (LAB-R) test for that child's particular grade level within the first ten days of attendance. The ESL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the RLER report (a report that lists students eligible to take the LAB-R and NYSESLAT) to ensure that all students who are eligible for testing have been properly identified and screened. We also use these reports to track the students who have been tested and to ensure that the necessary parental notification letters, i.e. entitlement or non-entitlement letters, are sent home with the students. We maintain a file of parent notification letters that are sent to the parents.

The LAB-R is administered only once to establish the child's English proficiency level upon entrance to the English Language School System (ELSS). The latest LAB-R Memo issued by the NYC Department of Education for the 2011-2012 states that a student can only be tested once and cannot be retested with the LAB-R if the student is out of the country for a year or more. The child's cut score on the LAB-R is used to determine whether the child is eligible for ELL services. Students who score below the proficiency level on the LAB-R are entitled to state-mandated services for ELLs. The cut score determines whether the student is on the beginner/intermediate, advanced or proficient level and is then used to place him/her in an appropriate ELL group. Students who speak Spanish at home and score below the proficient level on the LAB-R are also given a Spanish Language Assessment Battery (Spanish LAB) at this time to determine language dominance upon entrance to the ELSS. Beginning in February 2014, a new test, the NYSITELL will take the place of the LAB-R in the ELL identification process. The NYSITELL will closely follow the sections on the NYSESLAT.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English As A Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services the following school year. Parents/guardians are given advanced notice in English and their native language if available that details the purpose of administering the NYSESLAT as well as the time frame for administering the NYSESLAT in our school. Students with Individual Educational Plans (IEPs) are given the NYSESLAT with any allowable testing accommodations as per their IEPs. We usually run a Saturday ELL Academy in April and May to familiarize students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills prior to the administration of the NYSESLAT. In August and September, the results of the NYSESLAT are used for class placement and shared with the classroom teachers. Classroom teachers are given a roster of eligible ELLs and informed of any recent Former ELLs so that the NYSESLAT data can be used for instructional purposes, including group placement and differentiation of instruction, as well as to provide additional language support to the students.

When a student transfers to our school from another NYC public school, we verify via the ATS system if the student has been screened previously and if the student has a current LAB-R or NYSESLAT score that entitles them to ELL services. We also check their other standardized test scores (NYS ELA and Math) as well as their attendance history. In some cases, students who have left the country or the NYC public school system return; in that case, we check their exam history on the ATS system to see their latest NYSESLAT or LAB-R score for placement purposes. If a student is entitled to ELL services, he/she is promptly placed in a grade-appropriate ELL service according to their proficiency level. If a student who has previously tested out on the LAB-R or NYSESLAT has returned from their native country after an extended stay, we may informally screen the student to see if they need language and academic support services.

All students who continue to be eligible for ELL services based on their spring NYSESLAT scores are sent home a letter of continued eligibility (Form G) in September in order to provide parents notification of their child's continued eligibility in an ELL program.

After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication within ten

days of initial registration. If a child scores at the proficient level on the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs. The ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

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.

The parents of ELLs are invited to attend a parent orientation meeting through written communication sent home via the child's mail folder. The purpose of the meeting is to discuss the various ELL programs available and to view the ELL Parent Orientation video (produced by the NYC DOE and available in various languages) with the first ten days of enrollment. Our school also distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) during the initial HLIS interview process or it is distributed to parents at the parent orientation meeting. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. This process is done on an individual basis during the bulk of the school year and in a group setting at the beginning of the year when the incoming kindergarten class and new admits in grades 1-5 arrive in September. The ELL teachers with assistance from the Parent Coordinator arrange for volunteers in the major language groups to attend an ELL parent meeting to provide interpretation and translation assistance; in addition, bilingual staff members such as licensed pedagogues and paraprofessionals attend the meeting to provide assistance when needed. We screen the NYC DOE ELL Parent Orientation Video in English, in the predominant native languages (usually Spanish and Arabic) and then in any other available language upon request. If necessary, we break out into smaller language groups and an ELL teacher shows the video in the native language with the aid of an interpreter in a classroom or other available space. After viewing the video, there is a question and answer period with staff members and translators available to answer all parental questions and concerns regarding the program options offered. Parents are then asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. After a Parent Survey and Program Selection form (EPIC Form D) is completed by the parents where they indicate their ELL program choices in order of preference, the child is placed in an ELL program within ten days of enrollment. The ELL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school or unavailability of dual language programs in the school, the ELL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ELL staff makes several follow-up telephone calls, sends home notices asking parents to contact the department coordinator, and schedules individual meetings to ensure that parents have the opportunity to view the video and discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program; and a placement letter (EPIC Form F) is sent home to inform parents of the placement.

The majority of the Parent Survey and Program Selection forms are completed during the ELL Parent Orientation in September. All completed Parent Survey and Selection forms are copied before they are attached to the Home Language Identification Survey and placed in the student's cumulative folder. The copies are stored in a central file cabinet that is located in the ELL coordinator's room.

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

The LAB-R is administered within ten days of school admission depending on parental responses on the Home Language Information Survey. The ESL staff ensures all students are tested in a timely manner by cross referencing QADM reports and the Reminder to Administer the LAB-R sent weekly to the principal. Once the LAB-R is administered and hand scored using the LAB-R cut scores, the child's parents are notified of the results through written communication within ten days of initial registration. If a child scores at the proficient level on the LAB-R and is not entitled to ELL services, the ELL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs and the ELL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

An invitation to attend an informational session is included as part of the Entitlement letter sent home to parents. Parents of

students enrolled at the school in September are invited to attend a School Orientation where the parent orientation video is shown in English as well as native languages and the Parent Survey and Selection Form is distributed in the parents' native language or in English if requested. Parents of children enrolled at the school throughout the remainder of the year receive an invitation to attend a One-on-One Meeting along with their Entitlement Letter. At the On-on-One Meeting, the parent orientation video is shown and the Parent Survey and Selection form is distributed. Parent Survey and Selection forms are completed during the course of the informational sessions with the help of native language translators as necessary. Any parents who wish to complete the form at home are asked to return the form in their child's message folder the following day. The ESL staff records all forms as they are returned on the departmental roster. If forms are not returned, the ESL staff meets with parents at dismissal or conducts follow up phone calls with the assistance of a translator. After a Parent Survey and Program Selection form (EPIC Form D) is completed and returned by the parents following an informational session, the parent preferences are reviewed carefully and the child is placed in an ELL program within ten days of enrollment. The ELL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If certain parents do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ELL staff makes several follow-up telephone calls, sends home notices asking parents to contact the department coordinator, and schedules individual meetings to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program and a placement letter (EPIC Form F) is sent home to inform parents of the ELL program their child is receiving.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school (15 students in a grade or two contiguous grades) or unavailability of dual language programs in the school, the staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

The HLIS, parent notification letters as well as the Parent Survey and Selection Forms are copied and then kept on file in a secure location in the ELL department. Originals of the HLIS as well as the Parent Survey and Selection Forms are kept in each students' cumulative file.

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.

As outlined above, our school diligently follows the NYS LEP Identification Process to accurately identify each child's home language in order to determine whether the child will require ELL services, to inform and confer with parents about their ELL program preferences, and to place the child in an appropriate ELL service within the first ten days of attendance. If the home language or student's native language is other than English, a licensed pedagogue (primarily the licensed ELL teachers) conducts an informal interview in English and in the native language with assistance from in-house interpreters and the NYC DOE Translation and Interpretation Unit when necessary. If the student speaks a language other than English, we administer the Language Assessment Battery- Revised (LAB-R) to determine the student's English proficiency level. After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

At the same time, we are also consulting with the parents during an individual or group orientation to provide them with information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. We provide the ELL Parent Brochure (developed by the NYC DOE and available in nine languages), view the NYC ELL Parent Orientation Video in English and the home language if available, and actively engage the parents in conversation with assistance from in-house interpreters or the Translation and Interpretation Unit regarding their program preferences.

When requested, our parent coordinator will provide a tour of the building so parents have an opportunity to ask questions about the school (i.e. the school layout, curriculum, support programs, community organizations, etc.) During the start of the school year when the number of new admits to the ELSS is high, we review all the parent survey and selection forms to see what the predominant program preferences are in order to place the students in an appropriate ELL service if the students score at the Beginning, Intermediate, or Advanced Level on the LAB-R. Our school community is quite diverse but our predominant home languages other than English are Arabic and Spanish. We pay close attention to trends in the program preferences of all our ELL parents but especially our Arabic-speaking and Spanish-speaking families. Our ELL population is also predominantly U.S.-born in

the primary grades so our ELL families have exposure to both English and the native language. As students new to the ELSS enter the school throughout the year, the ELL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past years.

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 teachers in our ELL department strive to make sure that the NYSESLAT is administered to all eligible students as determined on the RLER cross referenced with the RLAB and the RLAB in conjunction with the updated ELL roster using all testing protocol each spring. In advance of the test, a workshop is held for parents to familiarize them with the skills that are required on each level of the test. A Title III NYSESLAT Saturday ELL Academy is also held over approximately four to five weeks affording students additional opportunities to become familiar with the unique layout of the questions on the NYSESLAT. The week before the test begins, letters are sent home to all parents/guardians of ELLs detailing the test dates for each subtest of the NYSESLAT.

When the Speaking portion of the NYSESLAT begins, ELL teachers test their own students on an individual basis using a personal tape recording device to record student responses. The responses are then scored by a team of two other ELL teachers trained in using the Speaking rubric on each grade level. Scores are then recorded for each individual student using the rubric and the expertise of the teachers on the scoring team. Once all responses have been evaluated, the tapes are destroyed in order to protect the security of the test questions.

The written subtests of the NYSESLAT, the Listening, Reading, and Writing portions, are administered on a small group basis. Teachers are careful to take accurate attendance records against their testing rosters, which are crosschecked against the RLER report, each day during the test so that we are aware of any students who may have missed a subtest. Every effort is then made to ensure that those students are administered a makeup test before the end of the testing window.

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. 

We are currently offering a Free-standing ESL Program at our school which is aligned with parental preferences. The overwhelming majority of our ELL parents (approximately 78% this year) selected the Free-standing ESL Program as their first preference. A small number of parents request the TBE or Dual Language models each year and they are usually from different native language backgrounds. Of the students in this year's kindergarten class, 1 Russian parent requested a Dual Language program and the remainder of parents who returned the Parent Selection Form requested ESL as their first choice for their child. Any parents who do not return the form are recorded as opting for a TBE program but we still do not presently have 15 students from the same native language background in two contiguous grades whose parents have opted for the TBE or Dual Language program or have not returned the Parent Survey and Selection form. Although our school community is quite diverse linguistically and multiculturally, our ELL population in the primary grades is predominantly U.S. born. We feel that this often makes an impact on the parental program preferences. Parents often state that their children are exposed to some level of English at home and in the various community-based pre-schools and they want their children to develop their English skills to succeed academically. Among our ELLs, our predominant home languages other than English are Arabic and Spanish. In addition, we are also mindful that some of our families come from different countries and speak different dialects of Arabic. We pay close attention to trends in the program preferences of all our ELL parents but especially our Arabic-speaking and Spanish-speaking families. As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past eight years. If parent requests warrant opening a Dual Language or Transitional Bilingual Education program then our school will offer the program based on the requirements listed in the Chancellor's Regulations which states that there must be 15 students with the same native language over two contiguous grades.

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. Our Free-Standing ESL program provides English-only instruction for our eligible ELLs. Our ESL teachers use both pull-out and push-in models as well as a combination of both models to provide mandated ELL services. In some situations, our ESL teachers are following the pull-out model when providing instruction to our beginner, intermediate, and advanced ELLs. When possible, ESL teachers use the push-in model or a combination of push-in and pull-out and collaborate with the classroom teacher whenever there are large clusters of ELLs in a given class. In the current school year, our ESL teachers are providing Push-In services in kindergarten, first and second grades as well as in a fourth and fifth grade self-contained special education class.
- b. We group students according to their grade and proficiency level with the beginner and intermediate students from two or more classes together and our advanced students across the grade-level together if they are not clustered in a single class in order to ensure that the mandated number of minutes is provided.
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)?

Each year our entire staff collaborates to deliver rigorous common core English language instruction using most effective times and strategies to ensure all ELLs receive the mandated number of minutes of ESL and ELA instruction per week. Our focus is to support students in ELA to ensure successful growth and academic achievement based on each grade level's standards. Each of our five certified ESL teachers works with several ELL groups based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes of ESL instruction in addition to 180 minutes of ELA instruction for advanced ELLs. In the current school year, each ESL teacher works with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade and to provide greater opportunities to collaborate with classroom teachers on a particular grade. We make every effort to place our ELLs in small group settings geared to their proficiency level and grade level. The ELL staff works closely with our Assistant Principals during reorganization to place our ELLs in classes according to their projected proficiency level in order to ensure an effective push-in/pull-out ESL program.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our Free-standing ESL program provides high quality, intensive and consistent English language and content area instruction aligned to the Common Core Learning Standards. We align our ESL instruction to the grade-level literacy curriculum in order to support and reinforce the targeted literacy skills in the classroom. Our goal is to provide a rich language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) while developing language and academic skills in literacy and the content areas so that our ELL students can begin to work independently in the classroom. We strive to expose ELLs to meaningful language and literacy experiences through interactive activities, with a focus on teaching the necessary higher-order thinking skills. In a low-anxiety learning environment, our ELLs are encouraged to take risks and actively participate in

scaffolded language-learning so that they become independent learners and achieve grade-level standards in all areas.

To enhance academic achievement in ELA, we use a variety of native language supports such as bilingual dictionaries, online translations, visual technology including language settings on the computer for research purposes, and peer-to-peer support. Within the ESL program, our teachers utilize a variety of materials and resources designed to meet the diverse needs of our students and to differentiate our instructional plan. This year, our school is implementing Pearson's ReadyGen literacy curriculum in conjunction with other reading programs. In the early childhood grades, the ESL teachers are using Wilson's Foundations, a research-based program that develops phonemic awareness, and Rigby's On Our Way to English program taking care to align the themes and skills covered with those being taught in the classroom through ReadyGen. On Our Way to English provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. Our ESL teachers servicing the upper grades are also using Rigby's On Our Way to English as well as other relevant materials to support ReadyGen and Go Math so that the literacy and language arts activities in the regular classroom and the ESL classroom are aligned with each other. We supplement our instruction with 'big books', predictable texts, grade level texts, leveled library books, chants, rhymes and poetry. We use a balance of fiction and non-fiction texts to provide multiple entry points into the content reinforcing vocabulary and content area concepts. Furthermore, we use a variety of learning centers and manipulatives, such as computer and listening centers, picture/word cards, alphabet tiles, realia, and other literacy-based tools.

After attending various DOE professional development sessions, our ESL teachers are using strategies and scaffolds to amplify and enrich English language development. The ESL staff uses strategies such as modeling, schema building, and activating prior knowledge to scaffold language and academic development. Our ESL teachers have also attended several professional development sessions through the NYC DOE Office of ELLs with a focus on differentiating tasks by language proficiency level, developing academic language and thinking skills, and implementing the Common Core Standards.

Our ESL teachers meet regularly with classroom teachers and attend grade meetings to carefully plan and assure curricular alignment. These meetings provide opportunities for mutual professional support as well as feedback on student progress in both classroom settings. Our ESL and classroom teachers share data and information gathered from various assessment tools such as Rigby leveling, teacher-created unit tests, ELL Periodic Assessments, ELA and Math Performance Assessments, and the NYSESLAT in order to target and differentiate instruction.

In addition, our school administrators provide professional development opportunities for our teaching staff that focus on developing effective strategies for teaching ELLs as well as differentiating instruction to better serve the needs of our diverse students. Our school has participated in the NYC DOE ELL Leadership Institute in the recent past; school administrators, classroom teachers and ESL teachers focused on ways to support English Language Learners in the classroom through various workshops such as integrating technology in the classroom and enhancing vocabulary development. As an outgrowth of the ELL Leadership Institute, the participating teachers held several school-wide workshops that focused on vocabulary development based on the research-based methods developed by Dr. Calderon. These various techniques and strategies are utilized during differentiated instruction to provide our ELLs as well as our entire student population with a well-developed and effective learning environment.

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

When our students are initially tested with the LAB-R, our eligible ELLs who speak Spanish are given the Spanish LAB to assess native language skills as well as to determine language dominance. Although we do not presently have a Transitional Bilingual or Dual Language Program, we meet with our ELL parents and students to find out what native language skills and formal education the students may have. We interview the upper-grade ELL students to find out if they are able to use bilingual dictionaries and word-to-word glossaries to aid them in their language development. We also train the students to use the word-to-word glossaries if they have native language literacy skills as their use is an allowable accommodation on NYS standardized exams.

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

Initially, the ELL department carefully reviews the NYSESLAT results for more detailed information on our students' strengths and weaknesses within the four modalities. Throughout the school year, our instruction is planned based on these results and ongoing formative assessments, observations, conferences, and class participation. The ESL teachers create monthly unit assessments based on the NYSESLAT format which encompass Listening, Speaking, Reading and Writing skills with content from either On Our Way to English or ReadyGen providing a form of formal assessment from which data is used to inform instructional goals. The data is additionally analyzed and shared with administration and classroom teachers so that all members of the educational community know where our ELLs currently are and what next steps can be taken to move the students toward greater proficiency in all four modalities.

During daily ESL instruction we ensure that our plans include focused instruction in Listening, Speaking, Reading and Writing which are informally assessed. Daily informal assessments include checklists to monitor speaking and listening skill development during whole group discussions and team talks as well as conference notes during one-on-one writing conferences and guided and shared reading.

To assess listening and speaking skills, our school focuses on higher order and open-ended questioning as referenced in the Danielson rubric. Students are expected to support their answers with evidence from the text and to support opinions with

examples or reasons as appropriate. Students learn how to participate in whole class discussions building upon one another's ideas and using parts of the question in their responses. During daily share time, students present their work and participate in question and answer sessions or other feedback from their peers and teachers.

To assess our ELLs' reading skills, classroom teachers track independent reading levels on a regular basis throughout the year, which are shared with the ESL teachers. Strategies to respond to text based comprehension questions are modeled and ample opportunities to practice these skills are provided through multiple choice and short response questions. In addition to standardized tests such as the ELL Periodic Assessment, teacher created unit tests and running records monitor reading progress throughout the year.

Writing is assessed using standards-based writing rubrics and conferencing as students complete writing tasks appropriate to their proficiency level on a regular basis. Examples of writing activities may include photo descriptions, responses to text, sentence frames, labeling, responses to writing prompts, on demand writing, and genre writing.

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).

At the present time, we do not have any students who fit the SIFE category. If that situation would change, the SIFE students would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would make every effort to team up our SIFE students with a Learning Leader who shares the same language background for additional academic, language and emotional support. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students make academic progress and achieve success in our school setting as well as cope with any social adjustment issues that may arise from their lack of experience in a formal school setting.

Our newcomer ELLs participate in our freestanding ESL program. They are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting. We make every effort to assign Learning Leaders who share the same native language background as our newcomer ELLs to provide additional academic, language, and emotional support. Our ELLs receiving 0-3 years of ESL services in grades kindergarten through second grade participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Classroom teachers have set up listening centers to give students an opportunity to listen to and follow along with story selections. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. Our kindergarten ELLs participate in a Wilson Foundations Program that provides reinforcement of phonics, phonemic awareness and other early literacy skills. Academic Intervention Services are available for small groups of students in each grade level. We have also introduced the researched-based Reading Reform program in several kindergarten, first and second grade classrooms providing specialized multisensory literacy instruction. Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by a certified ESL teacher. ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. Classroom teachers have set up listening centers to give students an opportunity to listen to and follow along with story selections providing additional opportunities for ELLs to hear a native speaker reading aloud. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing

skills to prepare for the upcoming NYSESLAT. Students are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing skills and providing opportunities to practice for the state exams in a small group setting. Students may be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting. Our ELL students are also provided with the allowable testing accommodations such as the use of glossaries and extra time for the NYS ELA, Math, and content area exams. We may also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting; the goal is to provide the optimal learning environment that meets the needs of each individual student to assist them in achieving to their fullest potential.

At the present time, we do not have any students who fit the Long-Term ELL category. In the past, when we have had Long Term ELLs, they have participated in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and received the mandated number of minutes of ESL instruction. They were students who were also in a 12:1 self-contained special education class and received mandated services as per their IEP. We extended all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs.

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?

Our special education ELLs in self-contained and integrated co-teaching classes participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction according to their proficiency level. Our ELL Students With Disabilities in the self-contained classes use common core aligned grade level appropriate texts with additional scaffolds and supports in place. Classroom teachers have also set up listening centers to give students an opportunity to listen to and follow along with story selections. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. Our ELL-SWDs also receive all services and modifications indicated on their IEPs, including speech therapy, occupational therapy, physical therapy, and specified testing accommodations. They may also have a bilingual paraprofessional assigned to them to further assist and support them in their academic work. Students with a bilingual paraprofessional have been placed in a self-contained or ICT class until a bilingual self-contained or ICT program becomes available. Students may participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. In addition, they are invited to attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. ELL-SWDs in the upper grades are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. NYSESLAT samplers are shared with the special education teachers so that they are aware of the types of language skills and tasks the students will be assessed on; in that way, they can provide additional support and instruction to our ELL-SWDs. They are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting. Furthermore, students may be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

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

Our entire staff strives to ensure that all our students receive a high quality education geared toward their individualized learning needs in the least restrictive environment possible. Our school aligns schedules on each grade to facilitate the use of the Response to Intervention structure in our classrooms. Response to Intervention involves the incorporation of research-based instruction and interventions, regular monitoring of progress, and the use of data to make educational decisions. In order to meet the needs of all our students, programming and planning aligns with Universal Design for Learning principles which provide multiple entry points into instruction and learning activities. We are also implementing a Special Education flexible scheduling initiative in grades three through five, when appropriate, in order to provide students access to grade level curriculum in the least restrictive setting possible. With flexible scheduling, when a student's IEP calls for 12:1 instruction in reading and/or math only, those programs are taught with a special education teacher in a small group environment whereas for the remainder of the day, the students are placed in general education classes for courses without an IEP mandated smaller class size. Our ELLs in grades kindergarten through fifth grade who are placed in special education classes (ICT or self-contained) continue to receive ELL services (push-in or pull-out with general education students) as well as other services as per their IEPs.

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

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

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

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

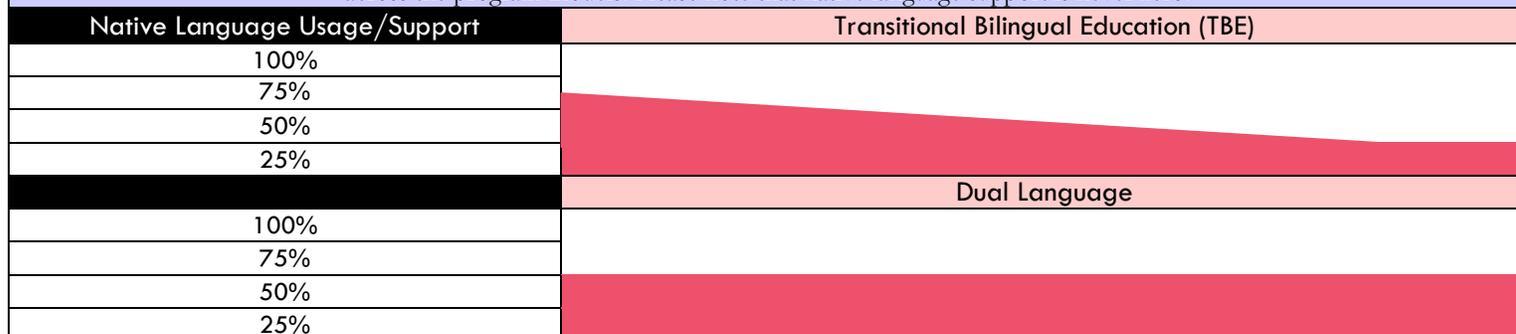
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs who are struggling to meet grade-level standards are provided a variety of targeted interventions in ELA and math. ELLs receiving instruction in the push-in setting are able to work in small groups or on an individual basis with their ESL teacher on the concepts presented in ReadyGen and Go Math. Students participating in a pull-out ESL program receive instruction with scaffolds in place to make the grade level material presented in ReadyGen and Go Math more accessible to ELLs. For additional support, ELLs may participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher or an ELL teacher. Students may be invited to attend the Title III After-school Enrichment program or the Title III Saturday ELL Academy where ELLs from grades 3 through 5 work in small groups to reinforce literacy, math, and content area skills. Students requiring more individualized support are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

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

The ELL program at PS102 has been very effective at moving students to increased levels of English language proficiency. In the past year, 68% of our kindergarten students scored at either the proficient or advanced levels on the NYSESLAT. In grades one through five, 72% of our ELLs either reached proficiency on the NYSESLAT or moved up one or more proficiency levels.

In order to support the development of content area knowledge, our ESL teachers work closely with classroom teachers utilizing common planning time during weekly grade meetings. In the push-in setting, ELL teachers plan scaffolded activities to increase accessibility of the grade-level reading passages for the ELLs while reinforcing the text-based vocabulary and words in context presented in ReadyGen. In the pull-out setting, ESL teachers align units of study with the theme and skills presented in ReadyGen in order to provide continuity of instruction, repeated exposures to vocabulary, and multiple entry points to the material.

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

At this time, P.S. 102 has limited plans to add new programs for our ELL students due to budget constraints. However we are always striving to make improvements. We are in the process of researching high quality instructional materials for beginner level ELL students in the early childhood and upper grades to bolster language and academic support in the classroom. We are also adding additional hands-on learning materials to our English Language Learning Centers in the classroom.

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

At the present time, P.S. 102 has no plan to discontinue any programs or services for ELLs. We will continue to monitor the success of all programs and services to ensure that they contribute to the progress of our ELL students.

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

All of our English Language Learners are afforded equal access to all school programs. Depending on the enrichment programs offered to each grade, students may participate in computer, fine arts, drama, recorder, Cook Shop Classroom and Project Arts during the school day. All upper grade students are invited to participate in opera and chorus presenting an annual performance for the school community. The Multicultural Tea presents an opportunity for students on all grade levels to share a song or dance important to their culture. The annual talent show is another opportunity for all students to perform for the school community. ELLs are represented in all of our afterschool programs and students may be invited to participate in book making, guitar, flag football, basketball, tennis, band or chess depending on grade level offerings.

For additional small group instruction in literacy, math, and content areas, ELLs participate in our extended day program, Title III ELL Afterschool Programs, including a conversation class and a common core class, and the Title III ELL Saturday Academy where students are afforded additional time to practice their listening, speaking, reading and writing skills. When summer school programs are available, our ELLs are invited to participate for additional enrichment and English language exposure.

Many of our ELLs participate in the P.S. 102 One World After School Program, operated by Heartshare Human Services of NY, where many students continue their learning day.

To ensure parents of ELLs understand the various programs offered, translated notices are sent home and phone calls are made in the native language using bilingual paraprofessionals, teachers, and parents. Our parent coordinator makes every effort to reach out to all parents in our learning community to provide them with the information they need to ensure their children have access to all school programs as well as the tools they need to help their children succeed academically.

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

Our ESL staff continues to use a variety of materials and resources to provide our ELLs with an engaging, rigorous language

learning experience which meets the demands of the Common Core State Standards. Such programs as Rigby's On Our Way to English, Pearson's ReadyGen, and Wilson's Foundations are utilized in creating lessons that support CCSS and current skills/themes in the classrooms. Additionally, the ELL teachers make use of class-generated charts to be used as references for writing, explicit vocabulary/picture cards posted in classroom that reflect content area words/language, sentence frames, writing prompts, speaking prompts, big books to model explicit reading skills instruction, short video clips to scaffold vocabulary or specific content area knowledge, large photos used for academic language development in speaking and writing as well as graphic organizers to model writing tasks and reading comprehension.

Technology is used to augment our ELLs' exposure to content based language. Imagine Learning licenses are provided for 20 beginner and intermediate ELLs in grades three through five providing targeted language instruction with native language support. Additionally, the Technology cluster teacher uses the Award computer-based program on the SMARTBoard exposing kindergarten students to interactive phonics lessons.

In order to expose our ELLs to the types of questions they will be presented with on the NYSESLAT, new materials from Continental Press such as New York ELLs and Finish Line for ELLs will be used in After School and Saturday Academy programs focusing on such skills as response to graphic information, listening for academic content, language arts, math, social studies, and science themes.

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

There is a wide range of native language literacy among our ELLs. In order to assess the level of literacy in our ELLs' native language, as well as their formal schooling, we review Part II of the Home Language Survey carefully and interview our parents and students during conferences. We often team these students up with bilingual Learning Leaders to provide academic and social support to our newcomers. We also encourage peers from the same native language background to team up with newcomers for additional language and emotional support. We have added a section in our library with books in the predominant native languages. Additionally our parent coordinator has a portable library with books in various languages to encourage our ELL parents to actively participate in the education of their children by reading to them as well as researching issues that affect their children. We currently have 3 bilingual paraprofessionals assigned to ELL students in our ICT and self-contained special education programs to provide native language and academic support in the classroom throughout the day. They often provide translation assistance for our newcomer students who may need native language support to understand the grade level curriculum. In addition, we have a supply of native language glossaries and dictionaries for our ELLs available for use when needed to provide content area, language, and academic support.

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

Mandated ELL support is targeted to the needs of each grade level. ELL teachers specialize on one or two contiguous grade levels in order to become an expert as to what is required for each grade. The supports offered to the students then relate to the expectations of that grade level. For example, in the early childhood grades, support services may be targeted to early literacy skills while in the upper grades, support may be geared toward reading comprehension strategies. We are also aware that beginner students in the upper grades are in need of targeted phonics, phonemic awareness and sight word skills presented in the context of grade appropriate texts that are of high interest to the students.

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.

The parents of newly enrolled students in kindergarten are invited to a kindergarten orientation in June. They typically bring their children to the school building. At that time, families are given a tour of several kindergarten classrooms so that students and parents have some familiarity with the classroom and school setting. We have several interpreters as well as key staff members around to answer questions. Additionally, our parent coordinator often arranges school tours for families of prospective students throughout the year. If the student is a potential ELL, the parent coordinator will introduce the family to the ELL staff and arranges for an interpreter to accompany the family when necessary.

18. What language electives are offered to ELLs?

At this time, no language electives are provided. In the past, we have offered French as an after-school class; however we were not able to do so this year.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. All teachers of ELLs, including general education teachers, special education teachers, and ESL teachers, participate in professional development related to ELL best practices through workshops offered by Doug Ricketts, ELL Instructional Support Specialist for CFN 409. Kristy Chan, Instructional Support Specialist for CFN 409, conducts site visits to support the implementation of ReadyGen and its ELL components. Furthermore, Marcella Barros from the Office of Teacher Effectiveness is conducting professional development during staff conferences for all teachers and is meeting with the principal and assistant principals regarding the implications of the Danielson Rubric in improving instruction for all students including ELLs.

In order to keep abreast of ELL compliance issues, one of our Assistant Principals, Ms. Fasanelle-Kelly, attends current ESL professional development such as the ELL Nuts and Bolts workshop offered by the Office of English Language Learners. Secretaries have attended workshops related to registration/pupil accounting as well as a STARS professional development with one of our AIS providers. Paraprofessionals in our building attend in-school workshops on topics such as roles and responsibilities and supporting ELLs in the classroom.

The ESL teachers participate in additional professional development throughout the school year on topics including BESIS, instructional implications for the NYSESLAT, NYSESLAT scoring training, Brain Research, ELL compliance and other workshops offered by the Office of English Language Learners. Additionally, Doug Ricketts observes ESL teachers on a regular basis providing targeted best practices to help guide instruction according to the specific needs of each teacher.

Our two new full-time ESL teachers are participating in extensive mentoring with Ms. Easterling, one of our ESL coordinators, and are attending workshops specifically geared to new ESL teachers. Additionally, Ms. Easterling has been working closely with NYU's Steinhardt School of Education, Department of Teaching and Learning, and incorporates their student teachers into our ESL program. This provides another opportunity for our ESL Department to implement the most current instructional practices.

2. The ESL teachers are attending the ReadyGen workshop series throughout the school year in order to support the implementation of the new literacy curriculum aligned to the CCLS. Kristy Chan, Instructional Support Specialist for CFN 409, is conducting site visits to support the implementation of the ReadyGen program and its ELL components. Liz Waters, Director of Instruction, conducts professional development regarding text complexity and close reading. Literacy consultant Sue Rayson also meets with all teachers during grade meetings to work on close reading strategies.

3. Professional development is provided by our network for parent coordinators and guidance counselors to ensure they are prepared to support students and their families as they transition to middle school. Additionally, in the classroom setting fifth grade teachers collaboratively plan ways to aid the students as they transition from elementary to middle school. The teachers incorporate various activities that will foster greater student independence and responsibility. For example, students learn how to take notes and are assigned weekly homework so that students learn how to manage their time effectively as well as demonstrate responsibility. Project-based learning activities are incorporated to encourage group work inside as well as outside the school setting, students use organizers to keep track of assignments and activities, and also participate in clubs so they get accustomed to traveling to different classrooms and interacting with different teachers and students.

In addition, our school plans a parent workshop in the spring for our fourth grade parents to give them information about what to expect in the fifth grade as well as open the discussion about middle school choice. Our parent coordinators arrange for translation and interpretation as requested or necessary. District 20 middle schools have open houses in the fall so that parents and students can visit the middle school and learn about the available programs. The NYC DOE sponsors a Middle School Fair to provide information about the different middle school programs available as well as the application process for any special programs. Translation and interpretation is provided at these events. These events are posted on our school website that is translatable in several major languages.

Our school also welcomes opportunities to support and collaborate with the middle schools in our area. Our fifth grade classes arrange trips to see the I.S. 187 school play every year; the trip gives our students a chance to visit the middle school during the school day as well as support the middle school performance. Our former students from the nearby middle schools often return to our school to perform community service. This often gives our teachers and administrators an opportunity to find out how smooth the transition from one school setting to another has been for them and what our school can do to make the transition easier for all students.

4. In order to provide ELL related professional development to all staff at our school, the ESL teachers turnkey relevant information from workshops attended at staff conferences and grade meetings. Additionally, lead teachers attend monthly instructional leads professional development sponsored by the network which is then turn-keyed to the staff at PS102. Literacy coaches turn-key

information at staff conferences and grade meetings following professional development with Kristy Chan regarding the implementation of ReadyGen. Sign-in sheets are provided at each professional development session and are then kept on file as a record of attendance.

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. Our parent coordinator Margaret Sheri is a valuable member of our school community. She maintains a list of ESL resources, tutors, and volunteer interpreters and translators. She also maintains the parent information board & table. She coordinates the P.S. 102 Parent Library that includes many bilingual books, organizes parent workshops, works with the PTA and school staff on monthly school spirit events, and collaborates on special events such as the Ragamuffin parade, the annual Beach Clean-Up, TV Turnoff Week, Garden Club, Family Sports Nights, Movie Nights, and Ice Skating Nights. Ms. Sheri is also running an ESL class for parents from October 2013 through May 2014 which focuses on developing conversational skills. Ms. Sheri also coordinates the P.S. 102 website which offers a great deal of information including an updated calendar, events and translated parent guides. She will be hosting an introduction to the internet workshop to teach parents how to visit the P.S. 102 workshop as well as navigate the NYC DOE Parent ARIS site.

The ESL staff collaborates with the parent coordinator to organize parent workshops that focus on ways parents can reinforce language acquisition and academic development for our ELLs as well as ensure their active participation in the classroom. Annually, the ESL staff provides NYSESLAT workshops for the parents of our ELLs to inform them of the test's expectations. With the assistance of our parent coordinator, the ESL department provides ESL materials appropriate for adults to inquiring parents. Our parent coordinator distributes translated information about adult ESL programs and other community resources. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, and other events. Ms. Sheri also provides current lists of adult ESL classes at other locations, family literacy programs, and other social services to our ELL parents upon referral.

Furthermore, our parent coordinator coordinates the Learning Leaders program which provides tutoring for our students, including our ELLs, who need further academic support. The Learning Leaders program trains many bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process as well as in our school.

2. In addition to our successful partnership with the Learning Leaders organization, our school maintains a partnership with Heartshare Human Services of NY. Heartshare runs the PS 102 One World After School Program where many of our ELL students continue their learning day. Translation services are offered by staff members. The director of the program, Nada Arkadan, speaks and is literate in Arabic, English, French, and Russian. In addition, many group leaders within Heartshare speak Arabic, Chinese, and Spanish. These staff members provide translation for both students and parents as needed.

3. Because we strongly feel that parental involvement has a major impact on student performance and achievement, our school evaluates the needs of our parents in different ways. The school administration reviews the parental responses to the annual Learning Environment Survey, which is issued in the family's native language, and addresses any specific needs. Our parent coordinator conducts periodic surveys to find out if parents want informative workshops on certain topics, such as grade level expectations or strategies to improve a child's reading skills at home, or if they have any specific concerns related to the school. Attendance at parent meetings and school events is monitored to check for trends in interest. We also get feedback from classroom teachers, guidance counselors, school secretaries and other staff members regarding parental concerns to resolve any problems and find ways to enhance communication between the school and home settings. Technology aids in the sharing of information with families of ELLs utilizing the PS102 website, which can be translated into a family's native language by simply clicking a link on the page. In addition, translation is provided in person for school visits thanks to bilingual staff members and parent volunteers who are available to ensure all families feel comfortable and have the opportunity to engage in all activities.

4. The PS 102 staff works as a team to create an environment in which students and parents from all backgrounds feel valued and welcomed. Our staff is dedicated and determined to meet the individual needs of all of our diverse students with the hope that they will achieve their full academic potential in the classroom and become productive members in our community. In order to meet this goal, our school offers parent workshops on topics such as grade specific expectations and the NYSESLAT. Translation is provided at these workshops thanks to bilingual parent volunteers and PS102 staff members.

E. Additional Information

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

Paste response to question here:

School Name: The Bay View School**School DBN: 20K102**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cornelia Sichenze	Principal		12/6/13
Laura Fasanelle	Assistant Principal		2/6/13
Margaret Sheri	Parent Coordinator		12/6/13
Janine Manfredi	ESL Teacher		12/6/13
Rana Abu-Sbaih	Parent		12/6/13
Ann Marie Summa/1 st Grade	Teacher/Subject Area		12/6/13
Michael Silverman/5 th Grade	Teacher/Subject Area		12/6/13
Ann Perrone	Coach		12/6/13
	Coach		
Lorraine Perazzo	Guidance Counselor		12/6/13
	Network Leader		
Cassandra Easterling	Other <u>ESL Teacher</u>		12/6/13
	Other _____		
Rosanne Tubio Cid	Other <u>SETSS</u>		12/6/133
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K102 School Name: The Bay View School

Cluster: 4 Network: 409

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.

Upon registration, all parents complete a Home Language Identification Survey to determine the child's home language. In addition, a brief oral interview with the parent and the child is conducted along with the completion of the Home Language Identification survey by a trained pedagogue. The revised Home Language Identification Survey includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in writing or orally. After reviewing this information, written translation and oral interpretation needs can now be assessed at registration for newly admitted students.

We also review various ATS reports such as the Home Language Aggregation Report and the Place of Birth Report to monitor shifts in our demographics. In addition, we conduct informal interviews among the school staff, parents of our ELLs as well as parents who may speak another language to assess the need for translation or interpretation services. We review records of the number of requests for interpretation and past participation of non-English speaking parents at school events, parent workshops, and conferences.

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

After reviewing the responses on the Home Language Identification Survey, our findings reveal that the majority of parents who requested translation indicated a need for Spanish, Arabic or Chinese translation. A smaller number of parents requested Bengali, Polish, Russian, or Urdu translation.

The findings of the school's written translation and oral interpretation needs are reported at open PTA General and Executive Board meetings, School Leadership Team meetings and Faculty Conferences.

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.

Teachers, administrators, and the PTA will provide families with translated documents as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers. We will collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates and other relevant information that can be used by all staff members.

We use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. Copies of translated notices and information are available on the Parent Information Table in the main lobby.

The DOE makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to language services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE's website (www.schools.nyc.gov).

We also have a school website that posts useful information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is able to be instantly translated into all major languages.

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

We provide oral interpretation services for our annual ELL orientation, all parent workshops and parent conferences as well as our monthly PTA general meetings via paraprofessionals and parent volunteers. If needed, we will use DOE contracted interpretation services and the DOE over-the-phone translation line.

We have updated our school phone messaging system and have added Spanish as an option to help parents navigate the system. Additionally, our school provides parents with an automated phone service which notifies parents of upcoming events and other important reminders in their native language. We also have a school website that provides important information about school events, test dates, opportunities for students, etc. Our website is updated on a daily basis by the parent coordinator and is instantly translatable into all major languages.

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. 102 posts the multilingual welcome poster, the "I speak" card, the language card for school security agents, the multilingual flyer for parents, and the language identification guide regarding the availability of translation and interpretation services in the lobby as well as the main office. School personnel are also aware of the translation and interpretation resources available in the school building as well as the NYC DOE. Teachers, administrators, and the PTA will provide the parent coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers or through the use of the over-the-phone translation line. We will also collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates, etc. that can be used by all staff members.