

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

**School Name:** THE JACQUES CARTIER SCHOOL – PS 102  
**DBN (i.e. 01M001):** 04M102  
**Principal:** CRAIG PINCKNEY-LOWE  
**Principal Email:** CPINCKN2@SCHOOLS.NYC.GOV  
**Superintendent:** ALEXANDRA ESTRELLA  
**Network Leader:** STEVEN CHERNIGOFF

**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
Craig Pinckney-Lowe	*Principal or Designee	
Lisa Ortiz	*UFT Chapter Leader or Designee	
Nadellnee Clermont	*PA/PTA President or Designated Co-President	
Irene Garcia	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	
Ruth Thomas	Member/ Teacher	
Alana Guglielmo-Hearn	Member/ Parent	
Estrella Sappe	Member/ Parent	
Jenniffer Dominguez	Member/ Parent	
Cindy Wagner	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2015, we will show a 5% improvement in the percentage of students who are proficient in ELA and Math for all General Education students, ELLs, and Students with a Disability (SWD/ IEP), as measured by the New York State English Language Arts and Math tests.**

### Comprehensive Needs Assessment

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

The percentage of students meeting or exceeding proficiency on the 2014 New York State Assessments were 5% for ELA and 7% for Math.

### Instructional Strategies/Activities

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

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

1. Adoption of Common Core Learning Standards –aligned curricula in ELA (ReadyGEN) and Math (GoMath) across all grades
2. Professional development around strategies for strengthening planning and instruction, supporting students below- and approaching standards, and fostering student independence
3. Math journal writing assignments that focus on strengthening higher order thinking skills and explaining problem-solving processes across all grades
4. Extended day and afterschool programs to support students who received levels 1 and/or 2 on the 2013 NYS ELA and Math Assessments
5. Push-in and pull-out supports for students identified as at-risk

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

1. Activity 1: Classroom teachers, administration, literacy and math coaches, AIS teachers and SETSS teacher; network team support for professional development around the curriculum
2. Activity 2: Classroom teachers, administration, literacy and math coaches, AIS teachers and SETSS teachers, social worker, network team support
3. Activity 3: Classroom teachers, administration, math coach, math AIS teacher; network support for professional development around math journaling
4. Activity 4: Classroom teachers, administration, literacy and math coaches;
5. Activity 5: AIS teachers; SETSS teacher; ESL teacher

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

1. End of unit assessments in GoMath every 4-6 weeks; Module-end performance tasks in ReadyGEN every 4-6 weeks
2. ELA and Math assessment - mid-year simulation;
3. Fountas and Pinnel Reading assessments every 6-8 weeks
4. Progress monitoring of math journaling every 4-6 weeks
5. AIS progress monitoring (Math exemplars and math journaling; ELA Wilson Foundations and Strategy supports) every 4-6 weeks

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

1. Activity 1: Ongoing from September 2013 to June 2014
2. Activity 2: Ongoing from September 2013 to June 2014
3. Activity 3: Ongoing from September 2013 to June 2014
4. Activity 4: Ongoing from September 2013 to June 2014
5. Activity 5: Ongoing from September 2013 to June 2014

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

1. SBO schedule adjustment that allows for one hour of professional development time per week
2. SBO schedule adjustment that allows for one period per week of inquiry time for teacher teams
3. Once per month PD around ELA planning and instructional strategies
4. Once per month PD around Math planning and instructional strategies
5. Weekly planning time for each grade (at least 2-3 times per week) to support collaborative planning, looking at student work and sharing best instructional practices; once per week common planning time for self-contained special education teachers to support collaborative planning, looking at student work and sharing best

instructional practices

***Strategies to Increase Parental Involvement***

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

1. Provide regular updates on student progress through progress reports and report cards.
2. Provide parents with homework strategies that support student success.
3. Provide parents and families with opportunities to come to school and read with children, as well as see teachers model read aloud strategies parents and families can use at home.

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #2

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

### Annual Goal #2

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

**By June 2015, 75% of all teachers will show improvement in practice by moving one or more indicators up on the Danielson Framework HEDI scale (I.e. Developing to effective) in Domain 1 and Domain 3.**

### Comprehensive Needs Assessment

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

The Citywide Instructional Expectations dictate the requirement to utilize common core aligned curricula in ELA and Math, as well as to provide frequent cycles of feedback to teachers to improve their practice, thereby improving student achievement.

### 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. Activity 1: Network provided training on effective literacy practices that align with ReadyGen curriculum; coach and administrative support with effectively planning with ReadyGen resources; common planning time devoted to ReadyGen instruction
2. Activity 2: Central DoE and Network provided training on GoMath! curriculum to coaches and teachers; Math coach and administrative support with effectively planning with GoMath resources: common planning time devoted to GoMath instruction;
3. Activity 3: Inquiry time utilized to support deepening understanding of the specific Danielson components in small teacher groups; monthly PD time devoted to Danielson component investigations for whole staff; feedback from short, frequent informal observations to highlight strong teacher practices and provide steps to improve teacher practice

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

1. Activity 1: Network instructional leads; school administrators, literacy coach and literacy AIS provider; teachers in teams, and grade team leaders
2. Activity 2: Central contracted trainers from GoMath!, network instructional math coach; math coach, math AIS provider and school administrators; schedule set up so that common planning time and additional professional development time is available and specifically devoted to math curriculum and instruction
3. Activity 3: SBO for one day per week of extended day devoted to teacher inquiry teams investigating different Danielson components, ARIS and network resources; SBO allowing for one period of professional development time per week, with one week devoted to professional development around Danielson framework, support of the administration and coaches; administration and teacher inter-visitations

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

1. Activity 1: End of unit performance based assessments every 4-6 weeks; teacher assessments on student progress, including writing samples and Fountas and Pinnell reading assessments every 6-8 weeks; observations of teacher practice on an ongoing basis
2. Activity 2: End of unit assessments every 4-6 weeks; Progress monitoring of math journaling every 4-6 weeks; observations of teacher practice on an ongoing basis
3. Activity 3: Notes and artifacts generated from inquiry work every 6-8 session cycle; observations of teacher practice on an ongoing basis; impact – vast majority of teachers demonstrating effective and highly effective practices according to the Danielson Framework for Teaching

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

1. Activity 1: Ongoing from September 2013 to June 2014
2. Activity 2: Ongoing from September 2013 to June 2014
3. Activity 3: Ongoing from October 2013 to June 2014

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

1. Activity 1: SBO that allows for one period per week of professional development time; common planning time embedded in the school schedule (at least two times per week for each grade)
2. Activity 2: SBO that allows for one period per week of professional development time; common planning time embedded in the school schedule (at least two times per week for each grade)
3. Activity 3: SBO that allows for one day per week of extended day devoted to teacher inquiry teams; ARIS and network resources; SBO allowing for one period of professional development time 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).

1. Provide families with strategies they can use to support the shifts in the standards outlined by the Common Core.

***Budget and Resource Alignment***

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

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

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### Goal and Action Plan #3

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2015, we will show a 2% improvement over last year in the student attendance rate.**

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 The attendance data from 2013-2014 shows that overall attendance rates for the school were 92%.

#### **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. Activity 1: Perfect attendance acknowledgement for individuals and classes
2. Activity 2: Regular attendance meetings and outreach to families with fair to poor attendance percentages

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

1. Activity 1: Administration, social worker, family worker, parent coordinator
2. Activity 2: Administration, social worker, family worker, parent coordinator, attendance teacher

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

1. Activity 1: Monthly monitoring of class attendance percentages; weekly monitoring of individual student attendance percentages
2. Activity 2: Weekly calls to at-risk families and those who show slippage in attendance

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

Activity 1: Ongoing from September 2013 to June 2014  
 Activity 2: Ongoing from September 2013 to June 2014

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

1. Activity 1: One period per month to reward classes with best perfect attendance records; celebrations for students with perfect attendance
2. Activity 2: Weekly meeting with attendance teacher and other constituents in school;

#### **Strategies to Increase Parental Involvement**

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

1. Outreach to families whose children have consistently low attendance rates.
2. Encourage good attendance with perfect attendance assemblies
3. Host cultural festivals and celebrations that encourage both children and their families that make the school feel more welcoming and encourage students to come to school more regularly.
4. Invite key parents to become "parent ambassadors" for their classrooms and become an additional voice of outreach to other families in the classroom.

#### **Budget and Resource Alignment**

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

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

STH funds for at-risk families in temporary housing

## 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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wilson Foundations (K-3); Comprehension strategy work (3-5); non-fiction close reading practice	Small group pull-out; homogeneous groups across classes within grades	During the school day; after school during extended day and after-school programming
<b>Mathematics</b>	Re-teaching of GoMath strategies and lessons; review of basic math skills	Small group pull-out (AIS) or push-in (AIS and SETSS)	During school day; after school during extended day and after-school programming
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Regular counseling sessions for at-risk students; Pet Therapy; Union Settlement in-house support for children and families in need	Counseling services - one-to-one and small group; pet therapy – small group; Union Settlement – 1-3 times per week dependent upon agreement between counselor and families	All services delivered during the day; additionally, Union Settlement provides some services after school.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The network human resources point supports the administration in researching candidates that are highly qualified for their positions. Assignments are carefully chosen based on student data, school priorities and teacher observation. Teachers are encouraged to pursue professional development interests, and the administration works to differentiate professional development as much as possible.

**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).
Administration utilized data from Initial Planning Conferences to differentiate inquiry around Danielson framework components. This helped to build small professional learning communities around a specific line of inquiry significant to the groups. Additionally, the coaches attend network-led professional development on a regular basis, and turn-key their learnings to the teachers. Administration meets at least monthly with all school constituencies, and seeks out opportunities for paraprofessionals to attend workshops. Paraprofessionals are also encouraged to engage in inquiry based on a Danielson component of their choosing from Domains 2 (Management and Procedures) or 3 (Classroom Instructional Practices).

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Emergency supplies such as uniforms, books bags, and books</li> <li>• Educational support provided by AIS providers</li> <li>• After-school academic programs to support school success</li> <li>• After-school clubs to promote social success</li> <li>• At-risk counseling services by social worker and guidance counselor</li> <li>• Referrals to mental health agencies, including Union Settlement on-site counseling as needed</li> <li>• Parental support</li> </ul>

**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.).
-Articulation between Pre-Kindergarten and Kindergarten teachers at the beginning of the school year, and through meetings at least monthly.
-Kindergarten teacher plans for the first two months of school focus heavily on routines and transition into school for those students with no previous school experience.
-Parent coordinator and teachers work with parents and guardians of kindergarten students to acclimate them to the rigors and expectations of elementary school

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers plan collaboratively on grade levels to create or adjust assessment tools throughout the school year. Additionally, grade leaders meet regularly to share assessment data and tools across grades in order to strengthen vertical alignment of

assessment tools. Throughout the year, the administration requests feedback from teachers on efficacy of assessment tools, and partners with teachers to make decisions on the types of assessment tools work best for our students.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

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

**DBN: 04M102**

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$181,910.52	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	\$121,160.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,917,825.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **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.

<b>Part A: School Information</b>	
Name of School: 04M102-Jacques Cartier School	DBN: 04M102
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Part B: Program Information

Rationale -

Our ELL students' scores in ELA and Math range between 1 and 2. Since their academic achievement lags behind, our ELA and Math After-School Program is designed to accelerate language development and offer supplemental math instruction.

Sub-groups and grade levels -

Our program will serve 20 ELLs in grades 3, 4, and 5 and 10 FLEPs (transitional students) in the same grades. ELL language proficiency levels as per the 2014 Spring NYSESLAT are at the intermediate-advanced levels, except for 1 student who scored beginning. There will be 2 sub-groups of 11 (advanced) students, and 9 (intermediate-beginning) students, per ELA class, and 2 sub-groups for math instruction: level 1 for 4th grade, and levels 1 & 2 for 5th grade.

Schedule and duration -

The ELA and Math After-School program will start on November 5, 2014 and will end on April 2, 2015 for a total of 18 weeks. The program will run two days a week, Wednesday and Thursday, from 2:20 p.m. to 3:50 p.m. for a total of 180 minutes per week.

Language of instruction -

The language of instruction will be English only. Our ELL students' languages are: Bengali, Chinese, and Spanish.

# and types of certified teachers -

One certified ESL teacher and 2 content area teachers will co-plan and co-teach the ELA and Math After-School Program for ELLs in grades 3, 4, and 5.

Types of materials -

Content area teachers will use basic math workbooks and language arts materials, both fiction and non-fiction, and poetry. Some of the materials to be purchased will include reading comprehension in varied subject matter, such as: social studies, the arts, general topics, science, mathematics, and logical (conceptual) thinking. Basic vocabulary, spelling, capitalization and punctuation materials will also be incorporated in after-school lessons to develop student skill in these areas.

The ESL teacher will help students learn idioms by having them abstract the meaning from the linguistic context. She will make use of poster cards for vocabulary to be learned and use picture

## Part B: Direct Instruction Supplemental Program Information

prompts to aid students writing descriptive paragraphs. Special attention will be given to developing student ability in recognizing details in reading passages in order to write constructed responses. Maps and graphs will be used to enhance student ability to read, understand, and follow directions.

Intermediate students will use less complex language materials and advanced students will use more difficult and challenging materials, that involve embedded structures in semantics and syntax.

Transitional (FLEP) students will work on materials that explore questions such as: theme, mood, setting, plot, sequence, figurative language, author's point of view, and characterization.

The students will be pre-tested and their progress assessed by teacher-made tests and other benchmark tools. The school library will be a resource for storybooks, high-interest stories on native culture (for ex. Chinese New Year) and personalities (e.g. Supreme Court Judge Sotomayor), and technology. Students will use computers and laptops to access information and download pictures and images (as a visual aid) to write about a topic.

The overall use of technology (e.g. smartboards) will enhance student skill in specific ELA/Math lessons so that it can result in students making progress towards meeting the standard (from Level 1 to Level 2) in the ELA NYS Test, Math NYS Test, in addition to achieving proficiency in the NYSESLAT Test.

During after school, the ESL teacher will work in conjunction with the 4th grade ELA tchr. to assess and impart supplemental instruction in English language arts. On alternate days, Ms Rivero works on math word problems with the students to facilitate comprehension, vocabulary, and mathematical expressions (more than, in total, reemed, etc.).

During the day, at no cost to Title III and as part of our core-mandated program, the ESL teacher pushes-in both 4th and 5th grade classes in ELA and math to help ELL students understand and use the language in content areas. Push-ins are 3X a week and pull-outs 2X a week (45 min. periods). For ELA, it is at 8:45 a.m. (5th gr.) and at 10:15 a.m. (4th gr.). Pull-out sessions are scheduled as per students' proficiency level (intermediate 360 min. or advanced, 180 min. total per week. We do not have beginning students at the 4/5th grade levels).

## 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:

Rationale -

The PD program is designed to support instruction in ELA and Math. The aim is to have Title III teachers interpret assessment data to drive instruction and improve student achievement in the ELA NYS Test, Math NYS Test and the NYSESLAT Test.

Teachers to receive training -

Title III teachers (TBA)

Schedule and duration -

At no cost to Title III, teachers will attend workshops offered during 1-hour lunch periods per week

### Part C: Professional Development

and, 1 hour-forty minute periods after school on Mondays.

Topics to be covered -

Among the topics that have been scheduled so far this year ( for Sept. & Oct.) are:

- Using Periodic Assessment Data for ELLs
- Using ATS reports to drive instruction: RLER, RLAT, HISE, RMSR
- Math: Looking at MOSL - Implication for instruction
  
- ELA: A Look at Anchor Papers
- ELA: Looking at Schoolwide Data
- ELA: Protocols for Looking at Data
- Examining the ELA performance Task
- Norming and Scoring of the NYC ELA Performance Assessment
- ESL Forum Sessions
  
- NYSRBE (Regional Bil. Ed.) China Institute Workshop on developing lesson plans on Chinese culture & institutions (Veterans Day)
- The MET: HD Live in School Workshops (4-6 p.m. in December)

Name of providers:

- Literacy coach - M. Kreloff
- Math coach - H. Tavarez
- Math A.I.S. - A. Saunders
- Reading A.I.S. - S. Vdokakes

### 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:

Rationale -

At no cost to Title III, we hold a parent orientation meeting. All our parent engagement activities are designed to involve parents in their child's education and thus improve student scores.

Schedule and duration:

Our workshops are held monthly.

Topics to be covered:

So far this year -

**Part D: Parental Engagement Activities**

- Cultural Festival (Oct.)
- Open School Night (Sept.)
- ARIS Workshop (Sept.)
- Parent Ambassador Program (on-going)
- PTA Halloween Party (Oct.)
- IEP Workshop (Oct.)
- Fresh Air Fund (Nov.)
- Scholastic Book Fair (Nov.)
- Harambee/First Friday of the Month (open invitation to parents)
- Bake-sale Fundraiser (Nov.)
- Picture Day Fundraiser (Nov.)
- Workshop on how to fix your credit score & Finances (Dec.)
- Raising pennies (Fighting Against Leukemia)

Name of provider:

E. Wilson (parent coordinator) and parent volunteers

How parents will be notified:

- Monthly newsletter
- Posted announcements on front door of school
- Mass mailings
- Telephone calls
- Word-of-mouth (from parent volunteers)

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**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 <b>04</b>	Borough <b>Manhattan</b>	School Number <b>102</b>
School Name <b>Jacques Cartier</b>		

### 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 <b>Craig Pinckney-Lowe</b>	Assistant Principal <b>Jacqueline Wilson</b>
Coach <b>ELA: Mary Kreloff</b>	Coach <b>Math: Haydee Tavarez</b>
ESL Teacher <b>Yolanda Rivero</b>	Guidance Counselor <b>Patricia Foley</b>
Teacher/Subject Area <b>SETSS: Michele O'Neal</b>	Parent <b>PTA President: Sandra Pugh</b>
Teacher/Subject Area <b>3<sup>rd</sup>. gr. Dawn Pimentel</b>	Parent Coordinator <b>Yvonne Esquilin</b>
Related Service Provider <b>Social Worker: Bill O'Connor</b>	Other <b>AIS Math: Aleathia Saunders</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>Speech: Lisa Rivers</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>320</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>11.88%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	1

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	18			20						38

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		
<b>Total</b>	18	0	0	20	0	0	0	0	0	38
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	5	9	8	1								32
Chinese	1	1	1	0	0	0								3
Russian														0
Bengali	0	0	1	0	0	1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	0	0	0	0								1
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>38</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2		1	1	1									5
Intermediate(I)			3	2	4									9
Advanced (A)	5	5	2	7	3	2								24
Total	<b>7</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>38</b>						

**NYSESLAT Modality Analysis**

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

PS 102 uses ECLAS-2 to assess the early literacy skills of ELLs. This data reveals student ability in the following areas: phonemic awareness, phonics, reading, oral expression, listening and writing. ELL students are grouped according to their needs and

instruction is differentiated to address those needs by the ESL teacher, the classroom teacher, as well as other service providers (such as SETSS and Speech).

Our instructional plan calls for ELL students to participate in the extended day program (to increase the amount of time ELLs spend learning English). ELLs are grouped in small numbers (4-6) during extended day. We would like to purchase additional materials (budget pending) that will help us accelerate and enrich the curriculum for ELLs.

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

In Spring 2013, Dr. Rivero tested 40 ELLs with the NYSESLAT. Nine (9) students went up 1 level (in language proficiency) either from beginning to intermediate, or intermediate to advanced. This performance represents a 23% increase in NYSESLAT test scores. Three (3) students fell one level: from advanced to intermediate. Five (5) students jumped 2 levels (from beginning to advanced).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Three (3) students passed the test (proficient) and are no longer considered ELLs (i.e. transitional). This represents an 8% pass rate. Our pass rate (district-wide) should be in the 15-16% range as per the DOE established criteria (AMAO) for ELLs. This year's test was reconfigured to mimic the complexity of the new ELA test

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?

4a) Our group scored in the low range (1 and 2). Results for 3rd/4<sup>th</sup>/5<sup>th</sup> grade ELL students who took the standardized tests last year are as follows:

ELA: Level 1 - 3 students (3 <sup>rd</sup> . grade)	Math : Level 1 - 3 students (3 <sup>rd</sup> . grade)
Level 2 - 4 students (3 <sup>rd</sup> . grade)	Level 2 - 3 students (3 <sup>rd</sup> . grade)
	Level 3 - 1 student (3 <sup>rd</sup> . grade)

ELA: Level 1 - 1 student (4 <sup>th</sup> grade)	Math: Level 1 - 2 students (4 <sup>th</sup> grade)
Level 2 - 1 student (4 <sup>th</sup> grade)	Level 2 - 0 students (4 <sup>th</sup> grade)

Math: Level 1 - 3 students (5 <sup>th</sup> grade)
Level 2 - 2 students (5 <sup>th</sup> grade)

We have no bilingual program in our school, so native language tests were not given.

4b) Test results for the ELL periodic assessment were misleading (too easy or too limited in scope: 1 subtest only). Our ELLs fared much better on these interim tests than they did on the NYSESLAT or the ELA exams. Given the number of standardized tests our students take at the end of the year, and the amount of time spent on test prep already, we find this layer of testing unnecessary.

4c) Nothing. We prefer not to order them again. The data gathered is replicated elsewhere. Tests are only in English. The native language is not used.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELL students who are identified in grades K-2 as needing RTI are serviced by the AIS specialist. Students get a double-dose Foundations (decoding/encoding words) 5X a week.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Listening and Speaking skills are developed in grades K-2. Once students have achieved oral fluency, vocabulary development follows and grammar patterns are introduced. In grades 3-5, instruction is concentrated on reading/writing skills to improve student performance on the NYSESLAT

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.).

Total performance of all students tested, who moved up (either 1 or 2 levels), or who tested out, represents a 43% increase in performance (17 students out of 40 made progress, or tested proficient) The remaining students (19 students out of 40) stalled at the same level (intermediate/advanced). We will make plans (set goals) for achievement. The ESL teacher will work with her groups to determine student difficulty with the NYSESLAT. She will remediate the 2 students who are lagging behind and quickly losing ground.

Below is a breakdown of student performance on the NYSESLAT::

Tested out - Ya Li Li, Jordy Galvez, Natasha Muñoz (graduated) Total: 3 students

Progress (+1 level): Ana Ortega, Jayzel Ryan, Alberto Gonzalez, Hussain Ahmed, Jeyla Espindola, Jocellyn Velez, Mariana Aguirre, Luis Garcia (graduated, and Josie Rojas (graduated). Total: 9 students

Excellent progress (+2 levels): Christopher Hernandez, Ana Nestor, Kaike Boechat, Jose Alvarez, Ashley Taveras. Total: 5 students

No progress (did not move up -0 level) : Vienna Huang, Jason Mui, Ediberto Arias, Rachel Miranda, Bilal Ahmed, Esperanza Basurto, Yasmin Diego, Aaliyah Santiago, Linda Sinchi, Alex Ortega, Justin Gomez, Yakeline Espinoza, Edwin Fernandez, Jacob Franco, Roxana Nicolas, Pedro Diego, Edgar Galvez (graduated), Joel Torres (graduated), Germany Gonzalez. Total: 19 students

Lack of progress (fell one level -1 level): Miguel Reyes, Bernaldo Garcia, Rafaa Elnaham (graduated). Total: 3 students

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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](#).)

Fourteen (14) students were tested in Sept. 2013 with the LAB-R (K-level) by the ESL specialist, Dr. Rivero. More than half of the students tested were Spanish-speaking. The remaining students were Arabic (2), Bengali (3) and Chinese (1). LAB-R test score results revealed that seven (7) students needed to be serviced. The other half tested-out. To date, we have 38 ELL students in K-5.

- 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.

We scheduled a parent orientation meeting on Sept. 20, 2013. Parent were shown the ELL orientation video. At this meeting all (6) parents of incoming K students were present, except one (1). Dr. Rivero discussed the LAB-R Fall 2013 results (for K-grade) and the

Spring 2014 Annual Assessment (NYSESLAT) for the other parents of continuing ELLs who were present. The parents of the incoming students filled out the parent survey at the end of the meeting. The absentee parent was contacted to come in by the Parent Coordinator, and information about program models was given to him. Questions that the parent had about program components and length of program were answered and the parent was shown the video and he completed the form and submitted it.

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

Thirty-one (31) continued eligibility letters were sent home home in early October. 40e other forms (for new entrants) were distributed at the meeting or in person. Ms Esquilin is the parent coordinator at our school and she helped out with this process (collecting forms). Forms are secured at the ELL office by Dr. Rivero

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.

The criteria used to place eligible ELL students are the HLIS form which the parents fill-out at registration, the LAB-R test results, and the Spring 2013 NYSESLAT test scores (beginning, intermediate, or advanced). Incoming students who are identified in the HLIS, and are eligible to take the entry test (LAB-R), but pass this test, do not receive services.

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.

All ELLs take the NYSESLAT. This past Spring, the Speaking sub-test was administered April 19-23. Each student was tested individually for approximately 15-20 minutes. If a student was absent, he/she was given a make-up the day immediately following the day he/she was to be tested. Five out-of-classroom teachers (cluster staff), other than the ESL teacher, administered the test to 40 ELLs.

A meeting was held on April 15, prior to the administration of the Speaking subtest. The presenter was Dr. Rivero and the items covered were: Overview and Changes to NYSESLAT (Spring 2013): Administration and Scoring

Speaking Rubrics and Sample Responses:

- \* Picture Description (2-part questions/answers)
- \* Sentence Completion
- \* Response to Graphic Information (new this year)
- \* Social and Academic Information
- \* Storytelling

Time was allowed at the end of this presentation for questions and answers. A sample (simulation) scoring practice and rubric session was delivered by Ms Vdokakes (acting as a sample teacher) and Dr. Rivero (acting as a simulated sample student) to further elucidate the process for teachers to follow in the administration of this sub-test. The Speaking score sheets are kept for 1 year in a secure file cabinet.

A memo was sent to classroom teachers with ELLs letting them know the testing schedule (May 6-May 17) for the NYSESLAT. Another memo was sent to parents to let them know about the test and to make sure their child rested the night before the test.

The reading, writing and listening subtests of the NYSESLAT were group-administered by grade. Students took a short break between the 1<sup>st</sup>. subtest (Listening) and the 2<sup>nd</sup>. subtest (Reading). The writing subtest was administered separately the following week. The NYSESLAT was not timed, so students were allowed to continue working until lunchtime, if necessary.

Scoring of the writing portion was done-in-house by out of classroom staff (cluster teachers). Dr. Rivero took care of the logistics of this test, the packaging and delivery.

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. 

P.S. 102 is a small school (about 300 students, grades K-5) and the number of ELLs is likewise small (38 students). The number of ELLs at each grade level fall below the required 15 students to form a transitional bilingual program in any one language. We have a diversified mix of Spanish, Arabic, Bengali, French-speaking African origin, and Chinese students. The trend in program choice for the past few years has been ESL, as requested by our parents.

## 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])?
    - 1a) Our ESL teacher pushes in for classes (where there is a concentration of ELLs in the classroom). The rest of her groups are pulled out from different classes according to grade and proficiency levels.
    - 1b) Groups are heterogenous for special ed (grade & proficiency levels). Most groups are homogenous by grade, but heterogenous by proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The push-in classes have intermediate and advanced students. The intermediate students get additional periods of instruction (pull-out) to comply with the 2 unit requirement (360 minutes). The advanced level students (mostly grades 3-5) receive the mandated 1

unit of instruction (180 minutes). This year we have only 3 beginning students in grades K-5. Due to the change in the NYSESLAT test, Dr. Rivero now groups her students as : K, 1-2, 3-4, and 5.

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 program model is ESL and the language of instruction is English only. Content area instruction as per the Common Core Learning Standards is delivered by the classroom teacher in English only. Students also receive science instruction in English only from the science cluster teacher. NYSESLAT test results indicate that the majority of our ELLs have achieved oral fluency. However, our students require additional practice in reading and academic writing in order to perform well both in the NYSESLAT and State exams. Because of the shift in standardized tests (both in the rigor of questions asked, and the complexity of text) our ELL students in grades 3-5 scored in the 1-2 range both in ELA and Math, except for 1 student who scored a 3 in math (3<sup>rd</sup>. grade)

Dr. Rivero has identified the following goals and objectives in grades 3-5:

Reading Skills:

- \* identifying the Main Idea
- \* identifying supporting details
- \* drawing conclusions
- \* making inferences
- \* identifying the sequence of events
- \* identifying fact and opinion
- \* identifying cause and effect
- \* identifying genre
- \* using context clues

to support language development in our students.

In addition, students will be reading (adapted) classic literature, such as: Heidi, the Wizard of Oz, Little Women, Gulliver's Travels, Black Beauty, etc. and use these texts to write about the following literary elements:

setting  
point of view  
plot  
characterization  
theme  
foreshadowing  
flashback  
figurative language  
mood  
:

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

N/A . Our program model is ESL. There is no evaluation of student performance in Spanish, Chinese, Bengali, or French. Only English.

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

Content area teachers present instruction within the workshop model and through small group instruction at all times. They use alternate modalities and resources to evaluate English acquisition of ELLs throughout the year. Language acquisition is evaluated through projects, class discussions, and tasks that are aligned to CCLS and HESS Cognitive Matrix.

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).

6a) We have no SIFE students in our school.

b) ELL students at P.S. 102 are for the most part U.S. born and start their schooling as early as pre-K. ELL students who take the ELA in 3<sup>rd</sup>. grade have been in attendance at U.S. schools for 3 years or more.

c) ELL students who require service beyond 3 years (4-6 years) continue to attend ESL classes with Dr. Rivero. They may need to work with one of our 2 speech therapists (as per their IEP): Ms Rivers or Ms Penaranda. They may also require the services of our SETSS teacher, Ms O'Neal. Lastly, if they score a 1 in the ELA (3<sup>rd</sup>.-5<sup>th</sup> gr.) or if they score below a certain standard or measure, they can be remediated by the AIS specialist, Ms Vdokakes. This team works in close collaboration to develop student mastery in reading, writing or math (e.g., understanding the steps to solve a mathematical problem, particularly the language used).

d) We are a K-5 school. We have no 6+ ELLs.

e) This year we have 2 former ELLs in attendance: Jordy Galvez (3<sup>rd</sup>. gr) and Ya Li Li (1<sup>st</sup>. gr). The former student will be given an accommodation for ELA/Math testing (extra time). This student did not perform well on the ELA pre-assessment (scored a 1). He was given 3 sessions on the structure of an essay (he only wrote 1 paragraph and received a 1 in all 6 out of 7 rubrics, except for a 2 in the last rubric - conventions). Another former ELL from 2 years ago also scored a 1 on the same pre-assessment. Both students (3<sup>rd</sup>. gr) participated together in the ESL sessions. Ya Li is a 1<sup>st</sup>. grader and is not being serviced. She's performing on level as per her teacher's evaluation.

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?

ELLs are placed in our extended day program. Among the strategies used are one-to-one support, direct instruction, and assessment from the SETSS teacher (following the student's IEP goals). Grade level materials are adapted and modified to provide access to academic content areas that might be too difficult for the student to comprehend 'as is.' Teacher-made materials accelerate English language development of ELLs who are struggling with grade-level content materials. Our SETSS teacher provides small group instruction and pushes-in (in the classroom) for additional help. Materials currently in use in the classroom are: Grades 1-2: Start Up Phonics, Recipe for Reading, Explode the Code, Foundations, and other trade books and Ready Gen.

For Grades 3-5: Soar to Success, Great Leaps, Quick Reads, Reader's Theater, other trade books and Ready Gen.

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?

The teacher in the classroom utilizes Tier 1 interventions with ELL-SWDs. Any student who requires Tier II interventions is pulled out by the AIS specialist, the SETSS teacher, and the Speech teachers (as per the student's IEP). Teachers of ELL-SWDs also use technology, such as computers, laptops, IPADs, smart boards, and other specialized equipment (audio) and materials (visual) to meet the needs of ELL-SWDs.

Students who meet the criteria are mainstreamed for math. ELL-SWDs are also mainstreamed for Science, Art, and Physical Education.

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

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

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

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

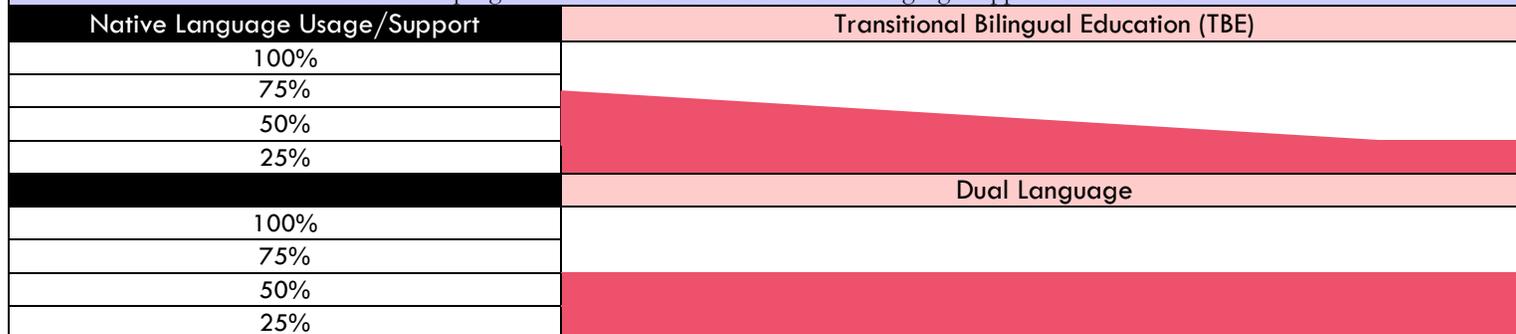
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

The language of instruction is English only. The teacher in the classroom conducts Tier 1 strategies as needed for ELLs. Those ELLs requiring Tier II interventions are pulled out for services (AIS Math and AIS Reading). ELLs get additional support 2X a week during extended day periods.

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 instruction focuses on all components of literacy. ELL students are taught comprehension strategies through a variety of modes. Last year, all our ELLs (in grades 3-5) scored a 1 or a 2 in the ELA test. Following an individualized analysis of ELL students' needs, mini-lessons will be prepared on those reading skill areas that need developing or remediation.

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

Targeted intervention for ELLs in math is designed to improve student performance on standardized tests. The program we're using is Go Math. The lessons are designed to facilitate concept development. ELL students will work at their own pace from introduction to mastery. Each content standard is listed in the Common Core. Throughout these lessons, ELL students will use manipulatives, models, and visuals to build comprehensible input. The aim of this math program is to prepare students to transition from skills rote learning to solving problems in more ways than one in real-life situations.

The social Studies program for ELLs is based on thematic units. Social studies concepts are reinforced through the use of read-aloud, biographies, and content area (non-fiction) books. ELL students are helped to create timelines, graphs, and maps to guide ELL students understand important historical events. Dr. Rivero incorporates a map skill component in her instruction to guide students to read, understand, and follow directions. Depending on her students' proficiency and grade level, she uses in Grades 1 & 2: Map Skills for Today (Finding your Way) for beginning and/or low intermediate students. For Grades 3-5 (high interm. and advanced students only), she uses Map Skills - Levels A-E.

The Science program is designed to enhance ELLs' critical thinking skills. Our ELL students use the scientific method to observe, record data and produce reports that explain their findings in clear and coherent language. Science concepts and skills are taught through thematic units of 4-6 weeks duration. During extended day, the Science teacher meets with 4<sup>th</sup>. gr. ELLs 2X a week to provide reinforcement in those skills and practice hands-on activities that will prepare our students for the 4<sup>th</sup> grade Science State Test.

FLEPS are recognized each year in the school-wide Awards Ceremony. Our 2 FLEPs will receive a gift bag of personal items, appropriate for summer fun, from Dr. Rivero. They also receive the NYSESLAT certificate of achievement.

For the past few years, ELLs in the 5<sup>th</sup> grade have participated in the HD Live in Schools program which help to bring opera to life in the classroom. Student and parents attend dress rehearsals at the Metropolitan Opera for free. Each opera-specific guide includes full length classroom activities, musical highlights, story synopses, accompanying CDs, and other student resources that are helpful tools for students to become familiar and understand the opera before viewing.

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

Programs and services for ELLs will continue as is.

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

ELL participate in all school programs, such as art, music, technology, physical education, and chess. Parents of ELLs have the option to register their children in after-school/supplemental services offered to all our students in our building. ELL students participate in all school programs (curricular and extracurricular) and are fully represented in all programs. Our ELLs are the intended

beneficiaries of all the resources and monies the school receives. Ms O'Neal (SETSS teacher) is conducting her 2<sup>nd</sup>. year of the LEGO after-school program for ELLs and Speech and Language students. ELLs and SWDs build their own creation with LEGO pieces, then they share by talking to each other. Students are filmed speaking and explaining what they built. ELLs and SWDs support each other and develop their social skills.

Examples of equal access programs are:

- \* Rosie's Kids
- \* The Violence Prevention Program
- \* Concrete Safari
- \* LEGO Club

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

Since both the ELA and the NYSESLAT tests have changed, we are in the process of ordering materials that will better serve our students and help them achieve in the new reconfigured tests. Examples are: non-fiction, leveled informational texts with strong picture support (for descriptive writing), and vocabulary/grammar activities books for language support and adapted classics. This year's classic for 4-5<sup>th</sup> graders is Frank Baum's "The Wizard of Oz."

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

No native language materials are used in our program model (ESL).

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

Support services, such as counseling, occupational therapy, and physical therapy are provided, as needed, to ELL students (as per their IEPs). P.S. 102 also has a school-based support personnel: a bilingual social worker: Mr. O'Connor and a school psychologist: Mr. David who service all students, including ELLs. The services provided correspond to ELLs' age and grade level. Required services (as per students' IEPs) are provided by the speech teachers, counselor, social worker, literacy and math coaches, SETSS and IEP teachers and AIS ELA and AIS Math teachers.

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.

Our newly enrolled ELLs are K students. The other ELLs are continuing ELL instruction. There is no program for transfer students from other schools, or for K students (K-5 school).

18. What language electives are offered to ELLs?

N/A No language electives are offered at our school (K-5 school).

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.

PS 102 offers workshops to all teachers once a week during their lunch hour. So far this year, Dr. Rivero has attended workshops on READYGEN, Go Math, LAP workshop, and a Conference: Building Bridges - Instructional shifts for ELL Academic Success. Later this month, she will attend a MET Opera Teacher workshop (on Falstaff)- after school 4:30-6:30 p.m. MET workshops also count towards required professional development hours. Last Spring, Dr. Rivero attended a workshop on NYSESLAT Scoring (newly devised test). She then turn-key the information obtained for the scorers in her building. During the year (2012-2013), she attended a series of workshops on: Improving Outcomes for SWD's and ELLs. The last workshop for the year (June 2013) was on the topic: Nuts and Bolts Training: Preparing to Serve ELLs and Their Families.

C2) All staff are involved in receiving professional development. PD workshops (in-house) are given in both ELA and Math. These workshops are aligned with the Core standards. Professional development will focus on teachers supporting all students, including ELLs, as they engage these students in the CCLS (rigorous tasks and higher order thinking strategies).

C3) Ms Foley assists ELLs and their parents in filling-out applications for middle school. Our counselor also meets with groups of ELLs to help them develop those skills that are necessary for a smooth transition from elementary to middle school. Examples are: independence, self-reliance, conflict resolution, healthy habits, and responsibility all of which our ELLs will need in middle school. In addition, Ms Foley arranges appointments for ELL parents to tour prospective middle schools with their child. She advises parents about an appropriate choice of a particular middle school. In her sessions with ELL students, she discusses the middle school environment (e.g. subject-matter teachers vs one classroom teacher), middle school issues (bullying) and academic expectations at the middle school level.

C4) All staff receive more than the minimum hours of ELL training as per Jose P. Topics for workshops in the current year will include:

- \*Vocabulary Development (informational text)
- \* Structuring the Essay (both ELA and NYSESLAT)
- \* Communicating more effectively with parents: Issues and Concerns (workshop to be led by the parent coordinator)
- \* Learning Key Phrases and Vocabulary in Spanish to facilitate understanding with newcomers and to better integrate these students in classroom activities/routines

## 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?

D1) This year the parent coordinator will remind ELL parents that there is a DOE website and a school (P.S. 102) site full of information pertaining to their child's education and to keep them informed about up-coming events. For example, there is a flyer (in 7 different languages) about Open School Niight on November 14, 2013 which the parent coordinator will distribute to all parents, including parents of ELLs. Dr. Rivero works closely with Ms Esquilin and a list of ELL students has been prepared by Dr. Rivero for the coordinator to have and be able to refer to.

D2) There is no CBO at this time in P.S. 102. Last year, our CBO was Healthy Schools, Healthy Families.

D3) The parent coordinator has an Open Door Policy where forms, surveys, and letters can be dropped off. She uses her own parent survey form to determine the optimal time for meetings, and which day of the week parents are available, and which are more convenient. Her survey form asks parents to list their hobbies and interests, and to let her know what questions or information are needed. She then develops workshops that reflect the results of this survey.

D4) Ms Esquilin works closely with teachers, staff and parents to facilitate any concern or issue that may arise during the school day or at a parent-teacher meeting. The goal of her activities is to engage parents (including the parents ELLs) in their children's education. This year she plans to give a workshop on the CORE Curriculum and another workshop on ARIS (to enable parents to check attendance, and progress reports). Parents with no access to a computer can view DOE videos in her office or during workshop sessions. Ms Esquilin is the school liaison for the District Family Office.

## 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.

None at this time

## Part VI: LAP Assurances

School Name: P.S. 102

School DBN: 04M102

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Craig Pinckney-Lowe	Principal		11/15/13
Jacqueline Wilson	Assistant Principal		11/15/13
Yvonne Esquilin	Parent Coordinator		11/15/13
Yolanda Rivero	ESL Teacher		11/15/13
Sandra Puch	Parent		11/15/13
SETSS- Michele O'Neal	Teacher/Subject Area		11/15/13
3 <sup>rd</sup> . gr. - Dawn Pimentel	Teacher/Subject Area		11/15/13
ELA - Mary Kreloff	Coach		11/15/13
Math - Haydee Tavarez	Coach		11/15/13
Patricia Foley	Guidance Counselor		11/15/13
Elmer Myers	Network Leader		11/15/13
Aleathia Saunders	Other <u>AIS Math</u>		11/15/13
Lisa Rlvers	Other <u>Speech</u>		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

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

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

DBN: **04M102** School Name: **Jacques Cartier School - P.S. 102**

Cluster: **6** Network: **607**

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

**Part A: Needs Assessment Findings**

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

In accordance with the Chancellor's regulation A-663, parents who are in need of oral and written translation other than in Spanish will be initially directed to the Bilingual Parent Coordinator. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: ESL teacher, bilingual social worker, and the IEP teacher. These staff members will report language concerns to the school community. The parents will be referred to the Translation and Interpretation unit of the Department of Education as a last resort. The school will contact the translation and interpretation unit to arrange for an appointment for the parent.

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.

The Parent Coordinator along with the ESL teacher will determine and identify, at the point of registration and in accordance with the HLIS form, which parents are in need of translation and oral interpretation. Those parents will be provided with the alternate language form (there are 7 available language forms from the DOE). At our school, our language needs are in Spanish, French, Arabic, Chinese, and Bengali.

## Part B: Strategies and Activities

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

The in-house bilingual Parent Coordinator, ESL teacher, and the IEP teacher will translate (into SPanish), in writing, all school documents in a timely fashion, on a needs basis. the following items will be written in English as well as in Spanish: newsletters, all PTA announcements, parent letters, monthly calendars, and the school brochure. We will use parent volunteers for the other 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.

The HLIS Survey and the blue emergency card will be used as indicators to determine the home language of the family so that appropriate written translation and oral interpretation for school events such as: school notices, report cards, assembly programs, workshops, parent teacher conferences and meetings can be distributed throughout the school year. The IEP teacher, Esl teacher, PTA Board members, and the Parent Coordinator will assist in the Spanish translation. Our school is located in the East Harlem community (el Barrio) where Spanish is the prevalent second language spoken after English.

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>.

In accordance with the Chancellor's Regulation A-663, parents who are in need of oral and written translation other than in Spanish will be initially directed to the Bilingual Parent Coordinator. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: ESL teacher, the bilingual social worker, and the IEP teacher. The parents who speak a language other than Spanish will be referred to the Translation and Interpretation unit of the Department of Education as a last resort. The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent.

