



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>24Q102</b>
<b>School Name:</b>	<b>P.S./I.S. 102Q - BAYVIEW</b>
<b>Principal:</b>	<b>ANTHONY PISACANO</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary/Intermediate School Number (DBN): 24Q102  
School Type: Public School Grades Served: K-8  
School Address: 55-24 Van Horn Street, Elmhurst, NY 11373  
Phone Number: 718-446-3308 Fax: 718-672-3101  
School Contact Person: Anthony Pisacano Email Address: apisaca@schools.nyc.gov  
Principal: Anthony Pisacano  
UFT Chapter Leader: Sharon DelVecchio & Maureen Falesto  
Parents' Association President: Ramona Toledo  
SLT Chairperson: Mary O'Donnell  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue, Corona, NY 11368  
Superintendent's Email Address: Mchan2@schools.nyc.gov  
Phone Number: 718-592-3357 Fax: 718-592-3770

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony Pisacano	*Principal or Designee	
Sharon DelVecchio	*UFT Chapter Leader or Designee	
Ramona Toledo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Beltran	Member/ TEACHER	
Mary O'Donnell	Member/TEACHER	
Katherine Vicario	Member/TEACHER	
Sandy Halaka	Member/PARENT	
Laura Murphy	Member/PARENT	
Imelda Saibuddhabun	Member/PARENT	
Jodie Tien	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</li> </ul>

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S./I.S. 102Q is a school located in Elmhurst, Queens that is comprised of approximately 1303 students from Kindergarten through 8<sup>th</sup> grade. We are an ethnically diverse community that is home to many new immigrants from China, South America, the Philippines and various other Asian and European countries.

P.S./I.S. 102 is an inclusive learning community. Parents, administration, teachers and students work collaboratively to provide a well-rounded educational experience for all. Parental involvement, via the School Leadership Team, an active Parents' Association, Learning Leaders, and parent volunteers, support teaching and learning. An annual school calendar, monthly grade newsletters, Parents' Association meetings, parent workshops and weekly Parent Engagement meetings keep parents informed, involved and updated on all aspects of their children's education.

As our school slogan states, students and teachers hold true to the belief that "Achieving is what we do at PS/IS 102." Teachers at P.S./I.S. 102 are all highly qualified and many hold teaching certifications in multiple areas. Ongoing instructional support is provided through literacy coaches, ELA and Math leads on both the elementary and middle school levels, as well as, Learning Support Organization, CFN 207. Collaborative professional learning teams work to analyze student work samples and adjust units of studies to increase student progress. This intensive and ongoing support provides our pedagogical staff with the necessary tools and skills to positively impact student progress and performance. Teachers have a vested interest in the development and implementation of standards-based curriculum and instruction. Students receive targeted instruction using the most up to date best practices in literacy and math.

Students at P.S./I.S. 102Q receive a well-rounded education. In addition to the core curriculum, students receive instruction from specialists in Science, Health, Technology, Physical Education and the Arts. The cultural arts are an integral part of school life. Students participate in visual, performance and musical arts residencies including, Center for Architecture, Wingspan, Arts Horizons, LEAP, Jazz for Young People, New York Pops, and CHAMPS – Cheerleading, Young Runners, Middle School Basketball League. A school band, chorus and visual arts clubs provide students with creative outlets. Technology is woven into the school day as students have access to computers, tablets and Smart Tables in all content areas. Technology residencies, Lego Robotics, and portable computer labs support student engagement and learning. Designated classes receive ESL, AIS, or SETSS. Enrichment and academic intervention is provided to all classes.

Greater Ridgewood Youth Organization hosts a SONYC after-school program for middle school students providing homework assistance and recreational activities. They also host a parent supported after-school program for students in Kindergarten through fifth grade. Our students participate in several health and social awareness fund raising campaigns (Penny Harvest, St. Jude's Math-a-thon, City Harvest). Additionally, community support is evident through the many grants received to support teaching and learning. We received grants from Donors Choose, which helps our teacher is creating innovative classroom projects.

P.S./I.S. 102Q hosts a variety of school wide events, which brings the entire school community together. Parents, administration, teachers and students come together and celebrate accomplishments and holidays such as, Read Aloud Day, Pumpkin Patch, Arts Expo, 100<sup>th</sup> Day of School, Holiday and Spring Concerts, Arbor/Earth Day, Flag Day and Science Fair. We, at P.S./I.S. 102 are proud of our school community and students.

It is our mission at PS/IS 102Q to ensure that our "Students learn in a nurturing environment that promotes higher-level thinking, problem solving and self-reliance. Our mission is to educate the whole child, foster curiosity and creativity, and prepare students for college and beyond. Our ethnically diverse community is united around its common goals:

promoting academic excellence as well as shaping responsible citizens of the world. We are committed to meeting the needs of all learners and moving all students forward. Students, parents, teachers, instructional leaders, and other staff members form a dedicated, cooperative learning partnership driven by high expectations and rigorous standards-based school community and curriculum.”

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- State assessments results indicate that our students including those in the lowest third are meeting targets in English Language Arts. Math results differ. We have seen a 6% decrease in achievement. Although most students are approaching targets our lowest third are not meeting targets. Classroom discussions such as, Table Talks and Team Talks are utilized to encourage student understanding of multiple strategies that can be used in solving problems, develop student’s ability to explain their methods of solutions and encourage respectful interactions.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure access to a robust curriculum that incorporates the CCLS instructional shifts, we provide students strategically targeted instruction with multiple entry points in rigorous tasks, there by resulting in improved student outcomes in mathematics as measured by a 18% increase in the numbers of students in grades 3-5 meeting or exceeding proficiency levels on the New York State Mathematics exam administered in April 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
iReady	Bottom third students	October 2014- June 2015	Classroom teachers, support staff and parents
Problem Solving Friday – Math Exemplars	Bottom third students	October 2014- June 2015	Classroom teachers and support staff
Differentiated instruction – My Math Reteach lessons(elementary), Math Connects Reteach Lessons(Middle School) small group strategy lesson	Bottom third students	October 2014-June 2015	Classroom teachers and support staff
Parent Workshops – Problem Solving Series	Parents	December 2014-	Teachers, Assistant

		March 2015	Principals, Parent Coordinator
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

My Math resources, i-Ready, Exemplars, Get Set for Math, After School, Early Morning , Academic Intervention staff, ESL staff

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will utilize i-Ready assessments to project and check on our ability to meet our goals. The second round of assessments will be done in February 2015.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have seen an increase in the number of students who are being referred to our Guidance Department for at-risk counselling that coincide with the increased enrollment of Students in Temporary Housing. We created a Conflict Resolution committee in September 2014 in an effort to pre-empt these referrals. Teachers were trained by our Guidance Counselors and meet with student groups to resolve conflicts and minimize before and after school incidents.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure the school’s approach to social-emotional support for our students in temporary housing (STH) and provide all students with a safe environment and inclusive culture that ensures educational success, we will see a decrease of 20% in at-risk counselling referrals, as evidenced by parent, teacher and administrative referral letters and Guidance attendance sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Conflict Resolution sessions	At-risk students, STH	October 2014-June 2015	Guidance counselors, members of conflict resolution team, administration, parents
Caught You Being Nice Bulletin Boards, Student of the Month	students	October 2014-June 2015	Teachers, guidance counselors, administration, parents, members of conflict resolution team

Value of the month lesson	students	October 2014-June 2015	Teachers, guidance counselors, administration, parents
Conflict Resolution protocol workshops	Conflict resolution committee	October 2014-June 2015	Guidance counselors, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1 period of Social Studies per month dedicated to value education, Character.com resources, Six Pillars of Character videos, Conflict resolution workshops for the Conflict Resolution Team

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February of 2015 we will examine Conflict Resolution session logs, guidance attendance sheets and referral letters to determine if we can document a decrease that will indicate if we will meet our goal.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have seen a decrease in achievement on the New York State Math Assessment over the last two years. Although 56% of students in grades 3-8 are approaching targets our lowest third are not meeting set targets. In order to inform instruction and modify units of study to assist students in meeting targets, it is necessary for teachers and teacher teams to analyze student work samples. This restructuring of our professional development work is a direct result of a teacher needs assessment conducted in October 2014. Established grade level and vertical teams review Exemplars done during Problem Solving Friday sessions in order to facilitate this work.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 100% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and create opportunities that challenge students to perform at higher levels of learning and identify possible problems of teacher practice so that by June 2015 30% of students in K-5 will progress at least one level in the mathematics strand of “Numbers & Operations” using the Exemplar’s Problem Solving Task Rubric and students in grades 6-8 will progress at least one level in the mathematics strand of “Numbers & Operations” using the i-Ready Math program.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Inquiry groups analysis of Exemplars and i-Ready using student progress monitoring protocols	All students	October 2014-June 2015	Classroom teachers, Academic Intervention Teachers, ESL teachers
Problem Solving Friday activities – aligned with units of study	All students	October 2014-June	Classroom teachers, Academic

		2015	Intervention Teachers, ESL teachers
Small group math lessons	Targeted students	October 2014-June 2015	Classroom teachers, Academic Intervention Teachers, ESL teachers
i-Ready individualized math lessons	All students	October 2014-June 2015	Students

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Student Progress monitoring protocols, i-Ready, My Math resources,

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 student data, Exemplar rubrics an student work analysis, will identify the effectiveness of teacher practice and if we will meet our targeted goal by June 2015.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to facilitate the Professional Collaborative Learning model, teachers will need to take on a leadership role on and across grades. This PD model will allow teachers to share best practices hence, increase student progress. This change in Professional Development structures is a direct result of the new UFT contract, the Chancellor’s initiatives and teacher identified needs.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to maximize staff talents and strengths and develop effective teacher leaders who can support the professional learning of individual teachers and teacher, teams we will create a school-wide culture of shared and distributed leadership across all stakeholders so that by June 2015 65% of teacher will have the opportunity to engage in a leadership role.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Collaborative Learning Workshops	All staff	October 2014-June 2015	Teacher facilitators, Coaches, administration
Lead teachers for ELA and Math will attend Network workshops.	All Staff	October 2014-June 2015	ELA Leads Elementary and Middle School level Math Leads – Elementary and

			Middle School levels.
Paraprofessional workshops (UFT)	Paraprofessionals	October 2014-June 2015	UFT, technology staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ARIS videos, EngageNY resources, Professional Learning Library guides, Lead Teachers, teachers sharing with teachers and the Handbook for Professional Learning.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February 2015 Collaborative Learning agendas and sign in sheets will be reviewed and matched to teacher practice and identified needs to ensure that at least 50% of teachers needed to reach the goal by June 2015 will have facilitated Collaborative Learning activities by June 2015.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parent survey responses have decreased in the last three years along with attendance at school functions such as, Meet the Teacher. Additionally, attendance at Parent’s Association Meetings starts out strong in the beginning of the year, but historically attendance begins to drop as the year progresses. Although, our parent coordinator surveys the school community to determine topics of interest for workshops throughout the school year attendance is sometimes limited. Attendance however, is strong for Parent Teacher conferences.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children we will see by an increase of 10% in the number of parents attending school functions by June of 2015 as evidenced by sign-in documents.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Translators/Parent leaders at meetings and information on the school’s website	Parents	October 2014-June 2015	Parents , bi-lingual staff members, Parent Coordinator, translation unit, technology staff
Family Fun Nights, Art Expo, Science Fair, Spring Concert, Bayview Player production	Parents, students	October 2014-June 2015	Teachers, students, Parent coordinator, administration
Midyear School-wide Walkthrough	Parents, teachers	October 2014-June	Teachers, students, parent

		2015	coordinator, Administration
Parent Coordinator workshops conducted immediately following Parent's Association meeting and Parent Engagement Workshops during Mid-Winter Recess (February)	Parents	October 2014-June 2015	Parent Coordinator, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule events after school, multiple advertisements of upcoming events, Google Translations, teachers to demonstrate and lead Fun Night activities.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In March 2015 attendance sheets and parent participation sign-in sheets will be reviewed to determine an increase of parent participation.

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	New York State Assessments, i-Ready Assessments, F&P Assessment for primary	Guided Reading, strategy lessons, i-Ready, differentiated entry points,	Small group, one-to-one, i-Ready independent lessons	Early Morning program during the school day and/or After School program
<b>Mathematics</b>	New York State Assessments, i-Ready Assessments, Math Exemplars	i-Ready, small group instruction	Small group, i-Ready independent lessons	Early Morning program during the school day and/or After School program
<b>Science</b>	School based assessments, 4th grade New York State Assessment	Lab practice experiments, curriculum compacting, content reading	Small group	During the school day and/or after School program
<b>Social Studies</b>	School based assessments	Content reading and writing incorporated into ELA curriculum	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEPs, referrals	Peer mediation, conflict resolution, counselling sessions, assembly programs	Group or individual sessions	During the school day

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

At present, all of our teachers are highly qualified according to the NYS BEDS Survey. Prospective teachers go through a rigorous interview process. All possess the required licenses for their particular assignments. Once a teacher is hired they receive in-house professional development on specific pedagogical practices employed at 102 from our literacy coaches, lead and mentor teachers. All new teachers are assigned a mentor in their specific discipline/license area for the required one year period. We currently recruit teachers who hold multiple certifications across grades and content areas. Our teachers participate in various school committees. They are involved in professional learning groups to share best practices to develop and improve their pedagogical practices and improve student outcomes.

**2b. 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).

Monday afternoons from 2:40PM to 4:00PM is dedicated to collaborative learning where we promote the " teachers, teaching, teachers model ." Teachers lead professional development sessions on topics of high interest based on a needs assessment done in September. Additionally, lead teachers and coaches attend monthly network workshops and then turn-key information and/or practices to other staff members. All staff is encouraged to attend outside professional development sessions and read professional articles in order to develop topics for future professional development sessions.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Incoming Kindergarten students and their parents are invited to attend a workshop to familiarize them with the instructional programs, support services, policies and procedures for our school in June of each year. For those students who require ESL screening, parents are invited to an orientation workshop to explain the models of instruction so they can make an informed choice for their children.

**4b. 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.

i-Ready was chosen as a school-wide measure in lieu of periodic assessments. An evaluation of data from i-Ready, end of unit performance based assessments from Ready-Gen and Code-X, along with results of NYS assessments, is done by classroom teachers and is used to inform decisions for the formation of small groups, RTI groups and Early Morning and After School programs. Additionally, students in Kindergarten, first and second grades are administered the Fountas and Pinnell Benchmark Assessment to determine a student's reading level.

**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 (CEP) 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	\$590,821.00	X	10, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$6,150,940.00	X	10, 12, 14, 16, 18

**<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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### PS/IS 102 Queens

Anthony Pisacano, Principal

Michele Dzwonek      Matthew Borelli

Assistant Principal      Assistant Principal

### Parent Involvement Policy (PIP)

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 the school. **[PS/IS 102Q]**, 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 the school and the families. The 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 the school community. **[PS/IS 102Q]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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

**PS/IS 102 Queens**

**Anthony Pisacano, Principal**

**Michele Dzwonek     Matthew Borelli**

**Assistant Principal     Assistant Principal**

**School-Parent Compact (SPC) Template**

**[PS/IS 102Q]**, 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>PS/IS 102 Bayview</u>	DBN: <u>24Q102</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 102's Title III program will be offered to Beginner, Intermediate and Advanced ELLs in grades one through six. This program will be held before and after school. The before school program will target second, third and fourth grade Advanced students. This program will be held on Monday and Tuesday mornings from 7:15a.m. until 8:15a.m., and will run from November 18th until April 28th. Two certified ESL teachers and one certified Bilingual teacher will be providing instruction in English to the students attending this program. One ESL certified teacher will be working with third grade students and will meet on Tuesday mornings. One certified ESL teacher will be working with fourth grade students and will meet on Tuesday mornings. One certified Bilingual teacher will be working with second grade students and will meet Monday and Tuesday mornings. Each morning program class will consist of approximately ten ELLs.

The after school program will target first, second, fourth, fifth and sixth grade Beginner and Intermediate ELLs. This program will be held on Wednesdays from 2:45p.m. until 4:15 p.m. and will be divided into four cycles. Each cycle will consist of six to eight sessions. The first cycle will service first grade ELLs and will run from November 12th until December 17th. The second cycle, for second graders, will be held from January 7th through February 25th. The third cycle will target fourth and fifth grade ELLs and will run from March 4th through April 29th. The last cycle will begin on May 6th and end on June 17th. This cycle targets sixth grade. There will be one certified ESL teacher providing instruction in English for each cycle. Each class will service approximately 15 ELLs.

The Before and After School programs will specifically address the improvement of literacy skills through English instruction and help students meet the Common Core State standards in ELA. Instruction will focus on literacy using ESL strategies and methodologies. We will focus on improving reading comprehension, vocabulary development and building academic language through read alouds. The iReady computer program will also be used to assist in the development of comprehension strategies. This program will assist teachers in addressing the diverse needs of every student through differentiated instruction. The program will monitor student progress and provide teachers with reports that will help them target students' needs. The iReady program provides direct instruction on comprehension strategies at the students' reading level in order to meet their individual learning needs.

During the months of February through April, teachers will focus instruction on preparing students for the NYSESLAT and the ELA. We will be using data obtained from the AMAO Estimator Tool to target students' specific needs.

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

## Part B: Direct Instruction Supplemental Program Information

program.

In addition to the before and after school instructional programs, we will be hosting a Residency program after school for our ELLs. Arts Residency will be provided to students from the Center for Arts Education during our After School Program. Students in grades 1 and 2 will have a puppetry residency to work on language acquisition and students in grades 3-5 will have a visual arts residency to increase reading and vocabulary knowledge. The Residency will work alongside the ESL teacher, one day a week, for ten sessions. Each session will meet for 1.5 hours. This program is intended to support language, vocabulary, and content knowledge in grade appropriate topics. A one hour planning meeting was held prior to the start of the residency to ensure collaborative instruction.

## Part C: Professional Development

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

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

Begin description here:

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

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

Teachers will also be trained on scaffolding instruction for English Language Learners. These scaffolds will provide instructional support to help make rigorous grade-level curriculum accessible to ELLs.

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

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

1. One 1.5 hours professional development session will be devoted on how teachers can use research-based scaffolds and routines to assist ELLs in meeting the NYS CCLS and mastering the New York State Common Core English Language Arts curriculum. This session will be held on Thursday, December 4<sup>th</sup> from 2:45pm to 4:15pm.

2. One one-hour professional development session will be devoted on building academic language and preparing ELLs for the NYESLAT. This session will be held on Thursday, January 8<sup>th</sup> from 2:45pm to 3:45pm.

### Part C: Professional Development

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

One two-hour session will be held entitled "Homework Tips and Test Taking Strategies". This workshop will help to empower parents with strategies to help their children be successful in completing homework and preparing for school and standardized tests. Parents will receive a booklet that includes homework support strategies as well as tips for test taking. This workshop will be held on Thursday, February 12<sup>th</sup> from 2:45pm to 4:45pm.

One two-hour session will be held entitled "Preparing ELLs for the NYSESLAT" (time and date to be announced to accommodate different schedules). This workshop is usually offered in March, before NYSESLAT testing begins. Parents attending the workshop will become familiar with the NYSESLAT assessment. They will receive an individual profile of their child's NYSESLAT scores from the previous year and sample questions from the NYSESLAT. They will also take home a packet of reading and writing selections for practice, as well as ideas to develop language. This session will be held on Thursday, March 26<sup>th</sup> from 2:45pm to 3:45pm.

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
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>24</b>	Borough <b>Queens</b>	School Number <b>102</b>
School Name <b>P.S./I.S. 102</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>Anthony Pisacano</b>	Assistant Principal <b>George Carter</b>
Coach <b>Laurie Duke</b>	Coach <b>Tracy Jenal</b>
ESL Teacher <b>Cara Ciatto</b>	Guidance Counselor <b>Alison Arduini</b>
Teacher/Subject Area <b>Kristen Cook/ ESL Teacher</b>	Parent
Teacher/Subject Area <b>Chi Yeon Kim/ESL Teacher</b>	Parent Coordinator <b>Arelis Hernandez-Dilone</b>
Related Service Provider <b>type here</b>	Other <b>Jessica Beltran/AIS/Data</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>1</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>1243</b>	Total number of ELLs	<b>198</b>	ELLs as share of total student population (%)	<b>15.93%</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	8	6	7	5	7	4	3	3	4					47
SELECT ONE														0
<b>Total</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	175		6	31		14	12		6		218

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>175</b>	<b>0</b>	<b>6</b>	<b>31</b>	<b>0</b>	<b>14</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>218</b>
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>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	23	8	11	5	10	1	1	1					64
Chinese	39	18	6	15	10	6	7	2	3					106
Russian	1													1
Bengali	1	1		1		2	1							6
Urdu	1	1	1		1		1	1						6
Arabic				1		1								2
Haitian														0
French														0
Korean			1											1
Punjabi														0
Polish		1												1
Albanian					1									1
Other	5	8	7	3	4	2		1						30
<b>TOTAL</b>	<b>51</b>	<b>52</b>	<b>23</b>	<b>31</b>	<b>21</b>	<b>21</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>218</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	2	1	3	4	2	2	1	1					18
Intermediate(I)	10	7	6	3	5	5	3	1	1					41
Advanced (A)	24	16	7	10	5	12	2	3	1					80
Total	<b>36</b>	<b>25</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>19</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>139</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	14	9	6	0	29
4	9	6	1	0	16
5	17	3	0	0	20
6	11	1	0	0	12
7	4	0	0	0	4
8	3	1	0	0	4
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.  
Our school uses i-Ready to assess the early literacy skills of ELLs. This data shows that a majority of our ELLs are below grade level in

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After reviewing NYSESLAT data from Spring 2013 and LAB-R data for new admits from Fall 2013, several patterns were revealed. Based on the NYSESLAT, approximately three-quarters of students in the elementary grades K-3 tested Advanced or Proficient. More specifically, in Kindergarten 43% are Advanced and 27% are Proficient. In First Grade, 32% are Advanced and 54% are Proficient. In Second Grade, 24% are Advanced and 44% are Proficient. In Third Grade, 33% of students are Advanced and 50% are Proficient. In grades 4-8, approximately half of the students tested either Advanced or Proficient. In Fourth Grade, 24% are Advanced and 33% are Proficient. In Fifth Grade, 56% are Advanced and 9% are Proficient. In Sixth Grade, 33% are Advanced and 25% are Proficient. In Seventh Grade, 50% are Advanced and none are Proficient. Lastly, in Eighth Grade, there are 25% Advanced and 25% Proficient. The breakdown of the Fall 2013 LAB-R for Kindergarten students is as follows: 25% are Beginners, 17% are Intermediate, 25% are Advanced, and 33% are Proficient. There were only three additional students tested aside from Kindergarten. The first grader is a Beginner, the fourth grader is Advanced and the fifth grader tested Proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
NYSESLAT Modality reports not yet available to assess results.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across proficiencies and grades are noted above. These patterns prove that students are yielding positive results on ELL Assessments and making strides in their English proficiency. ELL students have the option to take the New York State Math Exam in their native language. When taken in their native language as compared to in English, the exam results tended to yield higher scores, but not across the board. Using the results of the ELL Periodic Assessments, ESL teachers form small groups based on students' needs in reading, writing, listening and speaking. Teachers target specific reading and writing skills to help students achieve proficiency in these areas. They do this by incorporating writing activities to match the writing component on the NYSESLAT when planning units of study. They teach small group lessons based upon students' specific reading needs. Teachers use guided reading and i-Ready to increase students' reading levels. Teachers target specific speaking and listening skills to help students achieve proficiency in these areas as well. Teachers offer ELL students opportunities to participate in class discussions by offering them entry points into the conversation. They also provide opportunities for students to use technology to accelerate their English skills. Students' are encouraged to use English throughout the school day. In the upper grades, students can use bilingual dictionaries to help scaffold their learning.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by focusing specifically on data from a variety of sources. We use data from Fontas and Pinnell assessments, i-Ready scores, teacher observations, state test scores and classroom assessments. The students that are targeted for RtI based upon the results of this data, and instruction is geared towards strengthening students' weaknesses. Again, students are grouped accordingly to ensure optimal instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decisions by first determining their English language strengths and weaknesses. Once we determine a student's deficiencies, we provide that student with opportunity to build her skills across all content areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon registration, all parents complete a Home Language Identification Survey (HLIS), indicating whether and to what degree their child uses a language other than English at home. A licensed ESL teacher is available to guide and assist parents in filling out the HLIS. All ESL teachers submit a copy of their schedule to the main office. When a parent comes in to register their child, the secretary looks at the schedule to see which ESL teacher is available to conduct the interview and assist the parents in filling out the HLIS. If no one is available, the secretary will then schedule a time for the parent to return when someone in the ESL department is available. When conducting the oral interview with parents who are not fluent in English, our school provides translators in the two dominant languages within the school - Spanish and Chinese. Trained teachers who are fluent in Spanish and Chinese provide the translations.  
Once the interview has been conducted and the HLIS has been completed, the ESL Department reviews the surveys and decides whether or not the student is eligible for the LAB-R. If the student is eligible, an ESL teacher will administer the LAB-R within the first 10 days of the student's admit date. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly identified ELLs with an orientation that describes the three different programs that are available for ELLs. For Spanish speaking students who do not pass the LAB-R, the Spanish LAB is administered within 10 days of their admission date. The administering of the test is done by trained and qualified teachers who are fluent in Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After the LAB-R and Spanish LAB have been administered to all incoming ELLs within the first 10 days of admission, parents are invited to attend a parent orientation where their options of the three program choices (Free standing ESL, Dual Language, Transitional Bilingual) are thoroughly explained. At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. The school's Parent Coordinator, Arelis Hernandez-dilone, translates all of the information presented to the parents in Spanish and Wendy Chuang, a Science teacher, translates in Chinese. They clarify and answer any questions that parents may have. A video in nine languages provides parents of the ELLs with information on what options they have. Parents are broken up into groups, based on their native language. The video is then shown to each group in that language. By viewing the video, parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is available in several different languages. After viewing the video and parent brochure, parents then complete the Parent Survey and Program Selection form as per the procedure below in question #4.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
6. The school uses the push-in model and pull-out model. Six certified ESL teachers service ELLs using either of these two models. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing, vocabulary, grammar and/or social studies. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson. At the end of every school year, administrators, classroom teachers and ESL teachers collaborate to reorganize the ESL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in order to meet the mandated number of instructional minutes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

We appropriately evaluate ELLs in all four modalities by using a combination of formal and informal assessments. We informally observe ELLs by taking anecdotal notes during classroom observations, we elicit student responses to evaluate listening skills, and we formally assess reading and writing through unit assessment, state assessments and classroom work.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English

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

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

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

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

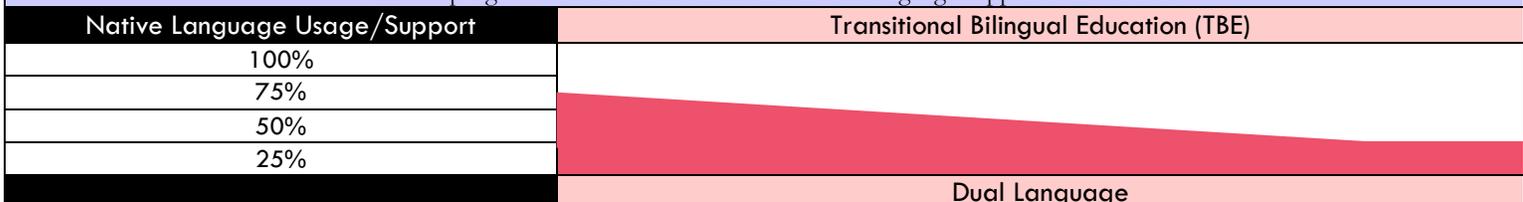
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
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.



100%			
75%			
50%			
25%			
		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 Response to Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan and determines what additional services the students need. In our Extended Day Morning Tutorial program, we offer additional support to Intermediate and Advanced ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current push-in and pull-out program is meeting the diversified needs of our ELLs in both content and language development. We work with our ELLs on classroom content but incorporate ESL methodologies and strategies to help make this content more accessible to them. As we do this, we are simultaneously building language through explicit teaching of academic vocabulary, deconstructing complex sentences, and providing students with a safe environment to practice their English skills in a small group.
11. What new programs or improvements will be considered for the upcoming school year?  
This school year, for grades K-5, our school is implementing the new ReadyGen ELA Common Core Curriculum. For grades 6-8, our school is implementing Common Core Code X. We have chosen these programs to help prepare students to meet the rigorous demands of the Common Core, and also to prepare them for college readiness. In addition to these new programs we are also implementing the i-Ready Diagnostic and Instruction to identify students' needs and strengths. The program provides individualized online instruction for students and also helps drive teacher instruction.
12. What programs/services for ELLs will be discontinued and why?  
We have decided to discontinue our computer-based program, Imagine Learning English. We feel that we can not justify the efficacy of this program based on cost and student growth. In addition, we had issues with the technologically working efficiently with this program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. ELLs are offered equal access to all school programs during the school day and after school. ELLs are invited to attend curricular programs such as the Extended Day Program, which focuses on the development of the four modalities of language, and the After School Programs (ESL, Literacy, Science, Math), which assist students in achieving grade level performance. ELLs are also invited to participate in clubs such as, chorus, art, band, cheerleading, basketball and horticulture. They are additionally invited to participate in extracurricular activities such as Dance, Theater, Robotics and Chess that are offered as an enrichment program. Prior to the onset of the programs, letters are sent out to parents of all students, including ELLs, explaining the programs and asking for permission to attend. Once parent permission is received students begin participation until the conclusion of the program.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
16. The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, books on tape, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, big books and books on tape are available to teachers. In addition, sets of content related books in the areas of Social Studies and Science are available for teachers to use during small group instruction. Students are encouraged to use native language glossaries in the content areas. The use of technology is encouraged through websites such as brainpop.esl.com and starfall.com. Our school has invested heavily in technology including laptop and tablet carts that the teacher can sign out for student use. Additionally, i-Ready offers online support for at home and school use by students.
17. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
18. Since we only use Freedstanding ESL we promote the use of the students' Native Language where it is helpful. We encourage students to transfer their Native Language skills whenever possible through the use of glossaries and library books. We ask students to use their Native Language to help newly admitted students when necessary. We often place students with little or no English in partnerships or triads that include a student who speaks the same Native Language. In this way the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas.

19. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The ESL push-in model supports students using developmentally appropriate texts and materials that also correspond to the age and grade level of the students. The ReadyGen and Code X programs use Common Core approved non-fiction and fiction texts. Low level/high interest books are also available for student use during independent reading. Read alouds are chosen based on grade level appropriate texts from the Common Core library.
20. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
21. Currently, we do not offer any activities to assist newly enrolled ELLs before the beginning of the school year. Identified ELLs are given the LAB-R in the beginning of the school year. After the students have been tested and identified as ELLs, an orientation is provided for parents to inform them about the program. Once students are placed in the English Language Program, students will be offered the same opportunities as continuing ELLs, with the additional opportunity to be placed in a Beginner's Program Class, if in Kindergarten and non-English speaking.
22. What language electives are offered to ELLs?  
In terms of foreign language electives, currently our school offers one option. In grades 6-8, Italian is offered as a foreign language to all students. The students receive one instructional period of foreign language each day.
23. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>PS/IS 102Q</u>		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Pisacano	Principal		10/3/13
George Carter	Assistant Principal		10/3/13
Arelis Hernandez-Dilone	Parent Coordinator		10/3/13
Cara Ciatto	ESL Teacher		10/3/13
	Parent		10/3/13
Kristen Cook/ESL	Teacher/Subject Area		10/3/13
Chi Yeon Kim/ESL	Teacher/Subject Area		10/3/13
Tracy Jenal	Coach		10/3/13
Laurie Duke	Coach		10/3/13
Alison Arduini	Guidance Counselor		10/3/13

	Network Leader		
Jessica Beltra	Other <u>ALS/Data</u>		10/3/13
	Other _____		
	Other _____		
	Other _____		

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

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

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

Cluster: 2 Network: 207

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

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

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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.

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

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

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

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

## Part B: Strategies and Activities

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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.

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

Our school will provide the following:

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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