

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

21K101

School Name:

P.S. 101 THE VERRAZANO

Principal:

GREGG KORROL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 101 – The Verrazano School School Number (DBN): 21K101
Grades Served: K-5
School Address: 2360 Benson Avenue, Brooklyn, New York 11214
Phone Number: 718-372-0221 Fax: 718-372-1873
School Contact Person: Barbara Ruskowski Email Address: BRuszko2@schools.nyc.gov
Principal: Gregg Korrol
UFT Chapter Leader: Susan Lascher
Parents' Association President: Nicole Breder
SLT Chairperson: Barbara Ruskowski
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Cassandra Chiu
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Room 101, Brooklyn, NY 11235
Superintendent's Email Address: idimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
415 89th St., Brooklyn, N.Y. 11209 and
Director's Office Address: 4390 Flatlands Ave., Brooklyn, N.Y. 11234
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Gregg Korrol	*Principal or Designee	
Susan Lascher	*UFT Chapter Leader or Designee	
Nicole Breder	*PA/PTA President or Designated Co-President	
Linda Cino	DC 37 Representative (staff), if applicable	
Cassandra Chou	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Ruskowski	Chairperson/Teachers	
Elisa Kane	Member/CSA	
Patricia Percaccio	Member/CSA	
Samantha LaTorre	Member/Teachers	
Frances Mastrianni	Member/Teachers	
Antonella Florida Morales	Member/Parents	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer George	Member/Parents	
Ganije Bilali	Member/Parents	
Tricia Kanellopoulos	Member/Parents	
Angela Santiago	Member/Parents	
Yelena Zamoyski	Member/Parents	
Sue Fang	Member/Parents	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 101 is located in the Bath Beach section of South Brooklyn, in the heart of a multicultural community. It is a neighborhood elementary school that serves children in grades kindergarten through fifth. The school currently has 898 students. English language learners account for 16% of the school's population, and 17% are students with disabilities. The average attendance rate for the school year 2014-2015 was 96%. P.S. 101 is a well-developed school.

As a college and career readiness school and in keeping with the Chancellor's regulations and the standards curriculum, we have integrated the areas of math, reading, writing, science, social studies, and technology into our daily curriculum. We believe that each child's unique needs and talents should be nurtured so that he or she will develop a passion for learning and acquire the skills needed for societal membership and meaningful employment. We provide our youngsters with a wide range of learning experiences in technology and the arts to create, explore, discover, and express thoughts and ideas. Our expansion of arts instruction nourishes our children's minds and bodies as they use creative expression in visual art and performance to story-tell, act, dance, and appreciate music.

P.S. 101 is a Model Technology School, and students use technology to bridge the gap between the classroom and the world around us. Our students are challenged by educators who are trained to teach with the use of SMARTBoards, Promethean Boards, touchscreen TVs, lap-tops, iPads, iPods, and software programs that enhance learning. We expect our students to achieve State Standards of Learning with rigorous tasks for independent practice and cooperative learning. Our eclectic reading program includes comprehensive literacy instruction with Orton-Gillingham methodology, authentic literature, and skill/strategy development with Pearson's Ready Gen. Mathematics is supported with our Go Math! instructional program, maintaining our high performing status in District 21 on state exams.

Our mission is to ensure that all students develop the skills they need to meet or exceed all academic standards. The faculty, staff, and students of P.S. 101 are the creators of the future, charged with ensuring a safe, happy environment where students are learning through purposeful and strategic instruction. We strive to help our students to become independent thinkers who are prepared for a continuously evolving world.

Our vision includes the quest to develop 21st century minds. Our personalized and differentiated instructional focus nurtures multiple intelligences, and we meet the needs of every child through small group and tailored learning using a data driven approach. We have one unified purpose, and believe that every child can succeed. As a result, we collaborate to cultivate critical thinking through effective planning, questioning and discussion, and a rigorous interdisciplinary curriculum. At P.S. 101, we are all responsible and accountable for every child's academic, social and emotional development, and all students develop the courage to achieve academic excellence.

At P.S. 101, our parents work with the school staff to encourage reading and higher level thinking skills, respect for oneself and one another, cultural awareness, and diversity. The entire school community works together towards achieving high performance standards. We believe that all children should be provided with all opportunities available to ensure they reach their full potentials. We are very happy and proud to have strong partnerships with Marquis Studios, Third Street Band, Penny Harvest, Xaverian High School, and Brooklyn College.

During the past school year, P.S. 101 has made great progress in Questioning and Discussion. Our key areas of focus for 2015-2016 will be in the Framework for Great Schools elements of Rigorous Instruction, Supportive Environment, and Collaborative Teachers.

21K101 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	900	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.9%	% Attendance Rate			95.7%
% Free Lunch	55.0%	% Reduced Lunch			2.5%
% Limited English Proficient	16.3%	% Students with Disabilities			17.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.7%
% Hispanic or Latino	16.8%	% Asian or Native Hawaiian/Pacific Islander			52.3%
% White	28.9%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			10.84
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	45.9%	Mathematics Performance at levels 3 & 4			64.0%
Science Performance at levels 3 & 4 (4th Grade)	95.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Teacher feedback from a needs survey, Advance data, administrative observations, and current trends in education revealed the need for continued professional development in this area. Our teacher needs survey showed 75% of our teachers would like professional development in Rigor and Engaging Instruction. According to our 2015 Survey Response Rates, 25% of P.S. 101 teachers believe they need further development in the Shifts of Literacy and 41% believe they need development in Quality of Student Discussion. According to Advance data, 54% of our teachers scored Effective or Developing in Component 3c - Engaging Students in Learning of the Danielson Rubric. Administration observations show a need for continuously challenging students cognitively in the classroom.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, there will be a 3% increase in Rigorous Instruction, as evidenced by Advance data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Continued use of ReadyGen and Go Math! research-based instructional programs that utilize the Common Core Standards and conform to the Common Core Shifts.</p> <p>2. Regularly scheduled professional development will be provided by GoldMansour and Rutherford in Special Education to train, observe, and critique teachers on rigorous instruction.</p> <p>3. School-wide teacher training (Master Classes) will be available and take place during weekly extended day professional development periods.</p> <p>4. Select teachers will attend professional development meetings outside of school on a regular basis.</p> <p>5. Regular and on-going teacher inter-visitations will take place.</p> <p>6. Regular and on-going teacher observations with feedback will be done by administration.</p>	<p>All Pedagogical Staff</p>	<p>September, 2015 to June, 2016</p>	<p>Administration and Pedagogical Staff</p>
<p>To engage and support parents/guardians in their understanding of Rigorous Instruction, P.S. 101 will have:</p> <ol style="list-style-type: none"> 1. A school website – www.ps101k.com 2. Teacher webpages 3. ClassDojo website used by teachers to communicate with parents/guardians 4. Remind101 website used by teachers to communicate with parents/guardians 	<p>Parents and Guardians</p>	<p>September, 2015 to June, 2016</p>	<p>Administration and Pedagogical Staff</p>

5. iReady reports to parents/guardians			
6. Student and Parent Reflection Logs			
7. Student Progress Reports			
8. Focus Letters to Parents for Unit Studies			
9. Independent Take-Home Projects			
10. Parent Workshops on Rigor			
11. Welcome Back to School Night			
12. Parent –Teacher Conferences			
13. Coffee with Korrol – morning meetings with breakfast served			
14. Student of the Month morning meetings with breakfast served			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All personnel, including administration, literacy coach, and teachers will help to achieve this goal. All community-based organizations, including the staffs of after-school programs, will also help. ReadyGen and Go Math! research-based instructional programs will be utilized. GoldMansour and Rutherford will provide professional development. Lunch and Learn professional development sessions will be offered. Substitutes will be hired for teachers to attend out-of-school professional development opportunities. Weekly professional development sessions will be held on Mondays during extended day professional work time. Weekly C6 meetings will be incorporated into teachers' schedules. Common prep planning periods will be incorporated into teachers' programs. Period 0 per session opportunities will be offered to teachers. Teacher prep periods will be used for inter-visitations. Teacher prep periods will be used for frequent meetings.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. ReadyGen and GoMath! Mid-Year Assessments (January-February, 2016)
2. iReady Reading and Math Mid-Year Assessments

3. Progress Monitoring Mid-Year Assessments

4. Advance data should reflect an increase in Domain 3 by February, 2016

5. Classroom visitations will show an observable increase in Rigor

6. Student feedback

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In response to the 2015-2016 New York City Department of Education’s Initiative, as well as our own desire to improve our school environment, our administration and teachers saw a need to expand our school-wide plan to target the necessary requirements of the Positive Behavioral Intervention and Supports (PBIS) plan. Advance data shows that teachers’ classroom management is highly effective. The Framework for Great Schools 2015 Report shows 100% positive responses for safety, 97% for classroom behavior, 96% for social-emotional measure - peer interactions, and 98% peer support for academic work. However, we, as a school, would like to continue our Viking Pride Program and have it grow.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 100% of our educational staff will contribute to a Supportive School Environment by engaging in the Positive Behavioral Intervention and Supports – Viking Pride Program. As a result, there will be a 5% decrease in referral data, OORS data, and teacher-reported incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will initiate the PBIS Team to ... (insert blurb) We will survey our students and staff to determine areas of need.</p>	<p>All Students</p>	<p>September, 2015 to June, 2016</p>	<p>Administration and Pedagogical Staff</p>

<p>A Positive Behavioral Intervention and Supports (PBIS) team will be formed and have broad representation (including an administrator, some School Improvement Team members, team member(s) with behavioral expertise, guidance counselor/social worker/school psychologist, regular and special education teachers, and a parent/parent representative). Positive Behavioral Intervention and Supports (PBIS) promote school-wide systems to improve student behavioral outcomes and build positive school climate and culture. This school-wide behavioral incentive system will encompass a pro-active approach to establishing the behavioral supports and social culture within P.S. 101. It is needed for all students to achieve emotional, academic, and social success. Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results for our youth.</p> <ol style="list-style-type: none"> 2. Viking Pride Kick-Off Assembly 3. Quarterly PBIS – Viking Pride Assemblies 4. Daily announcements on the loudspeaker will promote the Viking Pride Program 4. Weekly grade level meetings. 5. Weekly instructional team meetings 6. District professional development opportunities. 7. Use of Google collaborative docs and forum. 	All Students	September, 2015 to June, 2016	Administration and Pedagogical Staff
<p>To engage and support parents/guardians in their understanding of Supportive Environment, P.S. 101 will have:</p> <ol style="list-style-type: none"> 1. A school website – www.ps101k.com 2. Teacher webpages 3. ClassDojo website used by teachers to communicate with parents/guardians 4. Remind101 website used by teachers to communicate with parents/guardians 5. Student and Parent Reflection Logs 6. Student Progress Reports 7. Focus Letters to Parents 8. Independent Take-Home Projects 	Parents and Guardians	September, 2015 to June, 2016	Administration and Pedagogical Staff

9. Parent Workshops on Supportive School Environments			
10. Welcome Back to School Night			
11. Parent –Teacher Conferences			
12. Coffee with Korrol – morning meetings with breakfast served			
13. Student of the Month morning meetings with breakfast served			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All personnel, including administration, literacy coach, and teachers will help to achieve this goal. All community-based organizations, including the staffs of after-school programs, will also help. Lunch and Learn professional development sessions will be offered. Substitutes will be hired for teachers to attend out-of-school professional development opportunities. Weekly professional development sessions will be held on Mondays during extended day professional work time. Weekly C6 meetings will be incorporated into teachers’ schedules. Common prep planning periods will be incorporated into teachers’ programs. Teacher prep periods will be used for frequent meetings regarding the PBIS – Viking Pride Program.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. The PBIS committee will assess progress with meetings, data tracking of Viking Pride tokens, and feedback from staff. 2. Administration will meet monthly with our school safety team to review data that supports our learning environment. 3. OORS reporting data will be reviewed monthly at the school safety meeting to determine actionable steps.
4. The PBIS Team will meet monthly to assess the viability of the plan and make necessary modifications.
5. The Framework for Great Schools Report will be reviewed in June, 2016.
6. The Viking Token System will be utilized to support the PBIS initiative. Data on the token use will be reviewed and evaluated monthly at the PBIS meeting.
7. Teacher and student environmental surveys will be given bi-annually.
8. SIT-school implementation team will continue to meet biweekly to discuss educational concerns and student progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Administrative observations, teacher needs assessment feedback, and current trends in education revealed the need for the continued development in this area. Teachers will be provided inter-visitation opportunities, professional development, and on-going feedback to help shift professional practices. The Framework for Great Schools 2015 Report indicated a 92% positive response in collective responsibility and a 99% in peer collaboration. We, as a school, would like to continue to score high in these areas and to even improve in them.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, there will be a 10% increase in Teacher Collaboration, as evidenced by inter-visitation data, collaboration of lesson plans, student work, and observation reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
1. A school-wide inter-visitation program will be implemented. All teachers will collaborate on the planning	All Pedagogical Staff	September, 2015 to June, 2016	Administration and Pedagogical Staff

<p>of at least four lessons for the school year and visit other teachers during the teaching of at least two of the lessons.</p> <p>2. School-wide teacher training will be available and take place during weekly extended day professional development periods.</p> <p>3. Select teachers will attend professional development meetings outside of school on a regular basis.</p> <p>4. Regular and on-going teacher inter-visitations will take place.</p> <p>5. Regular and on-going teacher observations with feedback will be done by administration.</p>			
<p>To promote parent/guardian collaborations with teachers, P.S. 101 will have:</p> <ol style="list-style-type: none"> 1. A School website – www.ps101k.com 2. Teacher webpages 3. ClassDojo website used by teachers to communicate with parents/guardians 4. Remind101 website used by teachers to communicate with parents/guardians 5. iReady reports to parents/guardians 6. Student and Parent Reflection Logs 7. Student Progress Reports 8. Focus Letters to Parents for Unit Studies 9. Independent Take-Home Projects 10. Parent Workshops on Collaborating 11. Welcome Back to School Night 12. Parent –Teacher Conferences 13. Coffee with Korrol – morning meetings with breakfast served 14. Student of the Month morning meetings with breakfast served 	<p>Parents and Guardians</p>	<p>September, 2015 to June, 2016</p>	<p>Administration and Pedagogical Staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All personnel, including administration, literacy coach, and teachers will help to achieve this goal. Lunch and Learn professional development sessions will be offered. Substitutes will be hired for teachers to attend out-of-school professional development opportunities and for teachers to attend inter-visitation sessions within the school. Weekly professional development sessions will be held on Mondays during extended day professional work time. Weekly C6 meetings will be incorporated into teachers’ schedules. Common prep planning periods will be incorporated into teachers’ programs. Teacher prep periods will be used for frequent meetings regarding teacher collaborations.											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. Advance teacher observations 2. Collaborative teacher-team observations 3. Teach feedback survey 4. Compile lessons on Google Docs 5. Periodic monitoring by administration 6. Weekly grade meetings 7. Grade leader meetings 8. Weekly Instructional Team meetings 9. iReady Reading and Math assessments to monitor student progress 10. NYSLAT testing to monitor student progress 11. State standardized tests in ELA, Math, and Science
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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.).

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	581,816.00		
Title II, Part A	Federal	33,036.00		
Title III, Part A	Federal	20,248.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,865,554.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 101, 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. P.S. 101 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 P.S. 101 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;

P.S. 101'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 P.S.

101 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 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

School-Parent Compact (SPC) Template

P.S. 101, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Part C: Professional Development

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

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

Begin description here: _____ There are multiple online programs that can amplify an ELL's progress in language development. Ongoing professional development will be provided to ESL teachers to help them maximize these programs' usages; they include Imagine Learning and RAZ-Kids. Imagine Learning is a computer program that is designed to help newcomers and struggling readers with phonics and survival vocabulary. Teachers receive training on how to implement it in their classroom so that ELLs can receive targeted support. All ESL teachers have attended a 30-minute overview of its major functions and ELL activities at the beginning of the year. A second PD will be hosted to help ESL teachers understand how to generate reports and access other activities to help ELLs review missed skills in January. This PD will be hosted by either an Imagine Learning rep (Mike Arbia) or an ESL teacher, who will attend a webinar and then turnkey it to the rest of the staff. RAZ-Kids is another computer program that targets readers on an individual basis by assigning them books at their reading level and matching comprehension quizzes. 15 teachers have signed up voluntarily to host this program in their classroom -

Part C: Professional Development

most of whom come from our ELL push-in classrooms. Teachers can track progress with reports and encourage students to record themselves reading for running records. There is also a virtual room of songs, poems and Spanish language books. As the book is read, the words are highlighted. There are also plenty of visual cues to help make language more accessible. The introductory PD will be held for 1 hour during a lunch-and-learn session over the first week of November with a second follow-up in the middle of January to review successful practices and how to assign recordings to students. The PD provider will be Jessica Rivera. There is no cost to this workshop.

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

- As for activities, we work in conjunction with our parent coordinator, Margaret Lloyd to plan bi-monthly workshops for which all parents are invited to. Topics include ESL parent information workshop on available community services, fire safety, building writing skills, building reading skills, good study habits, dental health, health workshop, kindergarten orientation, middle school application process, etc. Some of these workshops are facilitated by community service organizations like Health Plus, Cornell University Nutrition Department, FDNY, a local dentist, etc. To notify parents, we send home translations attach attached to our backpack letters for Chinese and Spanish. (We either pay per session or ask the Translation and Interpretation Unit to write up the letters.) Each workshop is attended by an ESL teacher, and by a translator if parents request one on our return slips.

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

- Another workshop titled Homework Help for ELLs will be held in conjunction with Dial-A-Teacher to help

Part D: Parental Engagement Activities

coach ELL parents on how they can support their child in school. An ESL teacher and our parent coordinator will be there as well. This workshop will be held tentatively on January 24 th _____ at 8:30 AM.

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

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Gregg Korrol	Assistant Principal Patricia Percaccio/Elisa Kane
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jessica Rivera	School Counselor
Teacher/Subject Area Maria Lupo/ENL Teacher	Parent
Teacher/Subject Area Patricia DeMarco/ENL Teacher	Parent Coordinator Margaret Lloyd
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Grace Siggia/ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	903	Total number of ELLs	119	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	116	ELL Students with Disabilities	35
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	161		35	4		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	5	12	8	6	6	3								0
Chinese	18	19	6	8	4	6								0
Russian	5	6	3	2	2	0								0
Bengali	0	0	0	0	0	0								0
Urdu	3	5	0	3	1	0								0
Arabic	0	2	3	5	0	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	1	0	0	0	0								0
Albanian	0	0	1	0	0	0								0
Other	7	1	1	4	2	3								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	8	2	7	3	4								0
Emerging (Low Intermediate)	9	5	6	4	1	3								0
Transitioning (High Intermediate)	13	5	2	0	6	0								0
Expanding (Advanced)	14	32	13	17	6	6								0
Commanding (Proficient)	38	17	17	6	6	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	13	29	22	16	9								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	0	0	0	0
4	10	2	0	0	0
5	7	1	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	4	3	5	1	1	0	2	0
4	3	3	4	2	0	2	0	0	0
5	6	2	1	1	0	2	0	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

iReady (Reading & Mathematics), NYC Performance Assessments (MOSLs), ReadyGen instructional assessments within units, ESL tests and Orton-Gillingham assessments are used when assessing the early literacy skills of our ELLs. (Up until the last school year, we used DORA but will be replacing it with iReady this year.) The data collected is used to analyze our ELLs' abilities and to inform our teachers of student weaknesses and strengths. These assessments provide data that is essential to our school's instructional plan as it helps us decide on the goals for each individual student and reveals the weaknesses for which support is necessary.

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

The above information helps to inform our school's instructional plan. We continue to pursue the best methods, practice and approaches to support our ELLs during and beyond school hours. For example, the Orton-Gillingham Approach targets weak phonics and decoding skills; Reading A-Z and RAZ Kids target fluency and comprehension; Wordy Wise has been shown to make significant gains in ELLs' vocabulary; Hochman's Writing Revolution has helped break down writing into digestible chunks, etc. Both classroom and ESL teachers will also make use of strategies, such as small group instruction, active word walls, explicit vocabulary instruction,

etc. Our school also provides vigorous exposure to authentic texts and academic language strategies, while working to improve our ELLs' writing skills. Our ELL population has shown improvement with these strands when using the above techniques and approaches.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Each year we receive about 20-35 newcomers across grades 1 through 5 who test into English language services through the NYSITELL. In Kindergarten, about half of our intake speaks another language at home, and about two-thirds of them will test in through the NYSITELL. This year, however, about half tested out and we noticed that more than ever many of our kindergarteners attended pre-K or nursery school before coming to PS 101K as noted on the HLIS.
For the 2015 NYSESLAT, approximately 170 students took the test in our building. This number has been steadily climbing as more ELLs move into our area. 51 students (30%) obtained the commanding level. 74 students (43.5%) obtained expanding. 13 students (7.6%) are transitioning. 19 students(11.1%) are now emerging and 11 students (6.5%) are at the entering level.
The NYSITELL and NYSESLAT data reveals several patterns about the proficiency levels and grades of our ELLs.
 - Our population tends to weigh in heavily at the advanced level across all grade levels. In fact, we had similar numbers as noted on our 2013-2014 LAP (79/143 ELLs were advanced that year). This year we have 74 out of 170. This indicates that students in the advance level need more intensive instruction regarding academic language and critical comprehension skills in order to get out of the advanced proficiency level.
 - In grades K, there are few entering/emerging students and many more transitioning/expanding students. This is the first time we have seen this occur in our school. It is probably a result of rising number of Pre-K programs in the area.
 - The number of students eligible for continued entitlement as per the NYSESLAT decreases as they move along the grade continuum. This is evidence that our instructional practices are effective in helping our students obtain a commanding score/proficiency.
 - Regardless of a dominant proficiency level group in each grade, there is a lot of movement across the grades. This indicates that our ELLs' needs change constantly throughout their academic career; we must continually check the data to ensure that our efforts are reflective of their ever-evolving needs.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
AMAO is an important measure used in our school to help us determine whether or not we are meeting the NYS Department's measures for success in our ESL/ENL programs. Even though the AMAO targets are for our district, we compare them against our scores. For the 2014-2015 school year, AMAO 1 seeks movement for 66.4% of its students. Since the scaling of the scores have changed from a 4 point system to a 5 point system, it is hard to make a straight comparison for movement. However, where it is clear we had 117 students move at least one level which equates to 68.8%. This meets AMAO 1 for 2014-2015. AMAO 2 measures the percentage of students scoring commanding on the NYSESLAT and last school year the goal was 14.3%. We had 54 commanding students, which equates to 31.7%. We are proud to say our data shows that our programming is successful.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Our ELLs tend to struggle in the beginning as expected. There are numerous new expectations thrown on them and in addition to their academic and language challenges, they must struggle with a new home environment and a different culture. At PS101, we make many efforts to pair them with peers who have been through similar circumstances and/or speak their native language. We also invite the parents in for orientations and back to school night so that they can become familiar with their child's new school. After a year, many students open up as they become more comfortable and trusting of their teachers. Most students move up a level on the NYSESLAT but many continue to struggle with meeting grade level expectations and obtain only 1s or 2s. During the second and third year, we see the most progress being made in language. Many will start to approach expectations on class tests by the third and fourth year. Most of our students test out at the end of their third and fourth year. When they do, they often fare well on classroom tests and better than their native English speaking peers.
 - b. Our school has opted out of the ELL periodic assessments.
 - c. Our school has opted out of the ELL periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
It is paramount that appropriate care is taken to guide instructional decisions made on behalf of our ELLs without the Response to Intervention (RtI) framework. Oftentimes, the signs of a student struggling with second language acquisition mimic those of a student with a Learning Disability (LD). For this reason, evidence suggests that ELLs identified as students with disabilities (SWD) are oftentimes struggling with issues that did not stem from LDs. However, following the protocols outlined in the OELL's RtI Guide for Teachers of ELLs has helped our school design a more effective instructional program.

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

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

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

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

Furthermore, Each ESL/ENL teacher is assigned a grade to oversee, and is responsible for attending corresponding grade meetings so that they can share best practices with classroom teachers. Every teacher is an ENL teacher in a sense, so it is important to our school that we infuse research-based strategies throughout our school as a whole.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

PS 101 does not currently have a dual language program.

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

Predominantly, PS101K uses the results of the NYSESLAT, ELA and Math state exams to evaluate the success of our programs for our ELLs. PS101K has performed well in the NYSESLAT according to State Standards and the AMAO targets (See question 3). ELLs also do relatively well on the Math and Science state exams. However, we need more work in reaching our ELLs for the ELA exam. We have made changes to our programs as we strive to improve our ELLs' progress. Specifically, we now have a push-in program for every grade while ELLs-SWD and most of our F-ELLs are met in a pull-out program. We hope that by having our ESL teachers in the classroom they can work with the classroom teacher to effectively scaffold rigorous, grade-level materials for our ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The Verrazano School (P.S. 101K) is proactive in identifying its English Language Learners (ELLs), their needs and appropriate services necessary to aid their success. As of September 23, 2015, we service 903 students for which 18.27% (165 students) are ELLs/ENLs. There are four ESL-certified pedagogues who are assigned to work exclusively with this population: Maria Lupo, Grace Siggia, Jessica Leung Rivera and Patricia DeMarco. Most ELLs in our school are eligible for ENL services since they scored below the double proficient score on the New York State English as a Second Language Aptitude Test (NYSESLAT). As for newly enrolled

students, P.S. 101 follows the New York State LEP Identification Process to determine if they are eligible for ESL services.

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

Once a second language is identified, the student is NYSITELL within ten days of enrollment by a licensed ESL pedagogue. If they are LEP and speak Spanish at home, the child is also administered the Spanish LAB within that same window. For translation purposes, the licensed ESL teacher gives this assessment with the help of a Spanish-speaking staff member. After the ITEL grids are scanned, the final scores generated by the RLCB report are used to determine if the child is indeed Limited English Proficient (LEP). Students at the commanding level are not LEP and therefore are not eligible for ESL services. Their parents are sent a Non-entitlement letter. If the student scores at the Entering, Emerging, Transitioning, or Expanding Levels, the student is eligible for ESL/ENL services and the parents are notified within 5 days with a parent letter that invites them to an orientation. They are then guided through the Program Selection Process. Newly enrolled students who scored at the Entering or Emerging levels in grades 3 to 5 will also go through the SIFE Identification Process within 30 school days.

During the Program Selection Process, the ESL pedagogue explains to the parents their rights to select one of the three instructional models available through the NYCDOE – either Transitional Bilingual, Dual or Freestanding ESL/ENL. The format of the meeting is typically a parent orientation first, then through one-on-one meetings if the times are not convenient for the parent. Parents are educated on their choices by a viewing of the Parent Orientation Video and the ELL Parent Brochures. Both the video and the brochure are given in their home language (if made available by the DOE). Afterwards, they are given a Parent Survey and Program Selection Form (PS) in the appropriate language to complete. Their child is then placed in the selected program within . A translator is also made available to the parent when necessary. The orientation also goes over the Common Core Learning Standards and related school expectations and assessments. Once the parents/guardians have completed the form (within the 5 school calendar day window), the child is then placed in an ESL class within 10 school days of student admittance, and their information and parent selection is inputted onto the ELPC screen within 20 days. If the child selects a program other than Freestanding ESL/ENL, then we contact DELLSS of the parent's decision and facilitate a transfer. However, if a parent rejects a transfer at this point, we have them sign and note their decision on the Parent Survey but log their interest for a Dual or Bilingual program preference as per the minimum thresholds established by NYSED's CR Part 154. If parents do not return a Parent Survey within 5 days, their child is placed in a Freestanding ESL/ENL program and the student is also counted towards the minimum thresholds. All contact and attempts are logged by the assigned ESL teacher.

The people responsible for seeing this ELL Identification Process through are in our Language Proficiency Team (LPT). This team includes our ESL providers (Maria Lupo, Grace Siggia, Jessica Leung Rivera, Patricia DeMarco); Josephine Tartamella (Pupil Accountant Secretary for the distribution of the HLIS only); and our assistant principals (either Elisa Kane or Patricia Percaccio). Other various staff members may provide translation for parent meetings, interviews, outreach and Spanish LAB administration when necessary. Within 20 days of school enrollment, the ELPC screen is filled out for the newly admitted child.

The following spring, the NYSESLAT is administered to every ELL in the school. If the student scores at the Commanding Level, the student is now a former ELL (F-ELL) and enters the general education program with transitional services for the following two years (for 90 minutes a week). If the student scores at the Entering, Emerging, Transitioning, or Expanding Levels, the student will continue their entitlement until he or she is able to obtain proficiency in the subsequent years. Their parents receive Continued Entitlement letters to notify them of their child's progress and continuing services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Once NYSITELL administration is completed, newly enrolled students who scored at the Entering or Emerging levels and are in grades 3 to 5 will go through the SIFE Identification Process within 30 days of enrollment if there is an indication that their formal schooling may have been interrupted or inconsistent. The first step is to administer the Oral Interview Questionnaire in the child's home language. Afterwards, an ESL pedagogue with a LENS account administered the LENS assessment has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. If the child shows they are performing at a level that is 2 years below their current grade, then the child is identified as SIFE on the BNDC screen in ATS within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

If a newly enrolled student arrives with an IEP and he or she has a home language other than English, then the Language Proficiency Team (LPT) works together to review evidence of the student's English language development. Evidence could include previous

schoolwork, conversations with the other school's staff, additional assessments in the child's home language, etc.

The LPT includes our school psychologist, Neal Willner; our school social worker, Lana Guervich; our assistant principal, Elisa Kane; our ESL coordinator, Jessica Rivera; and the child's parent(s). A translator is also on hand if necessary.

Based on the evidence, the LPT then determines if the child needs to take the NYSITELL. If not, then the choice is reviewed by the principal and then a final designation is made by the superintendent. If the child could possibly have language acquisition needs, then the child is administered the NYSITELL. The ELL process for this child continues as with all students. This process is completed within 20 school days of the students' admittance.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the HLIS form has been completed, the grade-related ESL/ENL teacher lists the students on our ESL Compliance Binder Roster (an in-house document we created), and takes down pertinent information such as HL, OSIS, grade, class, etc. This list is then cross-checked with the RADP and RLER reports. The NYSITELL is then administered and once the grids are scanned, the child's score is recorded on the same sheet with their test date noted. A parent orientation is then set for 5 days after administration (and within 10 days of school enrollment) and so teachers must distribute their invitations before the meeting. The non-entitlement letter is also distributed at the same time. The binder roster also has space for both the test date and parent orientation meeting attendance for referral.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified of their right to appeal the ELL status on the parent letter as provided on the NYC ELL website (<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/ParentLetters.htm>). These letters are distributed in the home language if available. Furthermore, this right to appeal is also discussed at the Parent Orientation meeting which is facilitated by an ESL/ENL pedagogue and a translator.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once a newly enrolled student is identified as an ELL via the NYSITELL, parent letters are sent home in the child's HL (and in English) to notify parents of the test results and to invite them for a parent orientation. This letter is distributed within 5 school days of administering the NYSITELL, and it outlines their rights to select one of three instructional models for learning English in the NYC. The parent orientation happens within 10 days of that students' enrollment. At the orientation, the parent brochures are distributed and the parent video is played in their home language so that they have a better understanding of the three options and the selection process. Afterwards, we open the floor for a Q&A session so that parents have an opportunity to ask more questions. Translators are made available. Parents must then complete the parent survey or take it home and return it within 5 days, or as per CR Part 154.2, their child will be counted towards the minimum threshold for Transitional Bilingual Education. If parents are unable to attend the orientation, then efforts are made by the ESL teacher to schedule a more convenient time for the parent. If this is still not possible, then the orientation is done over the phone with a translator. All contact is logged by the ESL teacher. At times, the parent coordinator is utilized to help reach out to parents as well.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

A majority of our parent surveys are completed at the Parent Orientations or at a one-on-one school meeting. If this is not possible, then the parent survey is sent home with the child and phone calls are made to help guide them through the selection process.

When parents/guardians have completed the Parent Survey, the program requests are counted. (All PSs are distributed in the child's native language when available, or otherwise in English with a translator on hand.) In the rare case where no PS is returned within 5 days of distribution, then the child will be counted towards the minimum threshold for Transitional Bilingual Education as per CR Part 154.2. If there are not enough students (15 in two continuous grades) to initiate a Transitional Bilingual or Dual class, then and only then is the parent/guardian given a choice of having their child bussed to another school that fulfills their request. Both the Parent Coordinator and the ESL pedagogue work together to assist the parent/guardian in choosing the desired setting by contacting the DELLSS office. Either an on-staff translator or the NYC DOE's translation services are utilized to assist the parent/guardian in making this choice. If the parent decides to not enroll in another school and to stay at PS 101, their decision and the date it was made are documented in writing on the parent survey and the choice is recorded as a rejected transfer on the BNDC screen.

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. When a PS has not been returned, then the ESL teacher and Parent Coordinator work together to reach out to the parent by email or phone calls. At times, we will try to catch the parent when the child either arrives to school or upon dismissal. We also notify the classroom teacher of the importance of getting in touch with that child's parent(s). All contact attempts are logged by the ESL teacher and kept with the child's records. If after 5 days we have no received the parent survey, we will continue to reach out to the parent but count the child towards the minimum threshold for Transitional Bilingual Education as per CR Part 154.2. A "program placement default letter" is also sent home.
9. Describe how your school ensures that placement parent notification letters are distributed. After meeting with the parent and the parent has completed the parent survey to place their child at our school, an ESL teacher records their parent meeting attendance date on the ESL Compliance Binder Roster and makes two copies. A parent notification letter of placement is then completed and placed in the child's home folders for delivery.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The original HLIS, PS, continued entitlement letter tear-offs and/or non-entitlement letters are clipped together and stored in the child's CUM. The ESL teacher keeps a copy of the same set of documents. A second copy is stored in the main office in the ESL drawer for easy referral. In total, there are 3 sets of each student's paperwork available in the building.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

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

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

A final tally of all tests is checked against a list of all our ELLs generated by the aforementioned reports (i.e. RLAT/RNMR and teacher rosters) to verify that every ELL has been tested for each of the four modalities. The check is done once before submitting the listening and reading grids, and again when the speaking and writing grids are submitted. This is to safeguard against the possibility of missing any part of the NYSESLAT since we aware that if even one section is missing, the child's score is invalid. Since we have a high register of ELLs, we assign at least 2 days to each section with a third day for makeups. All days are checked against the required date of submission.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school year begins, the NYSESLAT results from the previous school year is reviewed and a preliminary roster is created by noting students who scored at the entering, emerging, transitioning and expanding levels. These students are given a Continued Entitlement Letter within 5 school days to give to their parents. Tear-offs are collected and attached to the student's HLIS in their CUMs. Students who scored at the commanding level are sent a Non-entitlement Letter that explains how he or she tested out of the

NYSESLAT and that they will receive transitional services for up to two years.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Typically, parents and guardians at 21K101 request Freestanding English as Second Language program model. However, a gradual increase in interest for a Chinese bilingual program has emerged although we do not yet meet the minimums. This year, we have 54 new admits. Their program selections are as follows: 34 for Freestanding ESL, 7 for Transitional Bilingual Education, and 0 for Dual Language. Those who have yet to respond (13) are included with the TBE tally since CR Part 154 mandates that the default program for ELLs be such. As for students who receive continued entitlement as per the NYSESLAT, letters in English and the native language are sent home to parents/guardians to inform them of their child's status and scores. Historically, parents have not requested a change their child's program since continuity in program placement is stressed in the letter.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Instruction at PS 101K is delivered by four ESL-certified teachers through the Freestanding ESL organizational model via a Push-In/Pull-Out program model. At the time of this writing, the students are distributed as follows: Ms. Lupo handles kindergarten, Mrs. Siggia is responsible for 1st grade, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. DeMarco is assigned to 4th and 5th grades. In kindergarten, there are two push-in classrooms. In grades 1 through 5, ELLs are streamed into one class per grade and the ESL teacher works with the classroom teacher for half the day (at about 10-12 periods per week). This is the third year this model has been implemented so thoroughly in our school. PS 101 has recognized the benefits of this model over the Pull Out program and sought support for this program model through professional developments conducted by DELLS, and in past years in consultation with the ESL coach at the network level. Furthermore, our data has supported the notion that content areas are better supported when the ESL teacher pushes in with the classroom teacher to deliver content knowledge (Honigsfeld and Dove, 2008). However as successful as this program is, IEPs have prevented ELLs with special needs from being streamed into ESL classes. Therefore, the four ESL pedagogues have been spread amongst the school to deliver pull out classes to ELLs-SWDs. Furthermore, two periods a week (90 minutes total) are designated for supporting FELLs.

While PS 101 is careful to use flexible grouping in order to best serve its ELL population, students are grouped heterogeneously in push in classes and hence most instruction is delivered via the integrated ENL model. Approximately one-half of the classes in grades K, and 2 through 5 are ELLs, while the other half consists of high performing native language speakers or F-ELLs. In grade 1, a majority of the students are ELLs since the register is much higher. In these classrooms, there are some exceptions and flexibility depending on the grouping situation: high performing ELLs may pair off with lower performing ELLs, homogenous small groups may be used to boost performance in mini-lessons or projects, newcomers may receive extra sessions targeting their unique needs via the stand-alone ENL model (and additionally in after school and morning programs); and students who are making extraordinary progress may be bumped up to another group, or vice versa

to best meet their needs. It is our school's aim to differentiate instruction for the students according to th

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our staff is organized to ensure that the mandated number of instructional minutes is delivered within our ESL program according to their proficiency levels. At the of time of this writing, the students are distributed as follows: Ms. Lupo handles kindergarten, Mrs. Siggia is responsible for 1st graders, Mrs. Rivera works with 2nd and 3rd graders, and Mrs. DeMarco is assigned to 4th and 5th grades. After the identification of our ELL population is completed at the beginning of the school year, the ESL staff systematically organizes their schedules to make certain that all students are serviced as per CR Part 154 mandates. Each ESL teacher can supply up to twenty-nine 45- minute blocks per week. With four ESL teachers, we can provide up 116 periods/5,220 minutes of instruction a day. To meet the above mandates, 2014-2015 teacher schedules occupy the full 116 periods.

Commanding students receive their 90 minutes a week through lessons conducted by a push-in ESL/ENL teacher and classroom teacher. It is delivered during a content area lesson (that may or may not be ELA), but with language objectives highlighted to support their English language development (i.e. vocabulary, grammar structure, spelling rules that highlight meaning, etc.). The class the teacher pushes into may not be the same as the ESL class on the grade. All ELLs (Expanding, Transitioning, Emerging, and Entering) students receive 180 minutes a week via an ESL/ENL teacher who pushes into the ESL classroom. That teacher delivers instruction in a co-teaching/integrated model with the classroom teacher. Entering and Emerging students receive an additional 180 minutes of standalone ESL lessons that focuses on accelerating their language development through mini-lessons and workshop model. The ESL/ENL teacher is in her assigned classroom for 10-12 periods a week. 10 periods of 45 minutes equates to 450 minutes of integrated/standalone instruction at a minimum per classroom. 5-8 other periods are assigned to ELLs who are in other classes as per their IEPs. They are serviced mostly via a pull out model because of time restrictions in our teachers' schedules. The only exception is for our 12:1:1 class, which is serviced via a push-in model.

In the push-in classes, ENL lessons are delivered in conjunction with ELA lessons. Since PS 101 uses the Freestanding ESL model exclusively, each child must receive 75% of their instruction in English, while the remaining 25% should be conducted in their home language. Students are encouraged to use both English and their native language to work out their understanding of content area subject matter. Whenever possible, the ESL teacher will use explicit instruction to teach Tier II words so that domain-specific language/vocabulary (i.e. math – add, sum, increase by) can be better understood in the context of understanding new concepts in math, science, social studies and the English language arts. Students are also given a bilingual dictionary if they literate in their first language, and they are taught to use the bilingual glossaries provided by the NYS Office of Bilingual Education and Foreign Language Studies. To better align ESL instruction with content area instruction, curriculum maps are distributed and discussed during teacher articulation periods and possible ESL strategies are listed on the map for implementation. Furthermore, as a 21st century school, we like to use technology. This is manifested through iPod touches that are equipped with the Google Translate app or our vocabulary games, and Imagine Learning, which has native language support, built into its instruction.

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

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

Additionally, research-based ESL methodologies and instructional strategies are applied in accordance to the new Common Core Learning Standards. To elaborate, the CCSS ask students to read a better balance of literacy and informational texts (Shift 1). To adjust for this, ELLs are introduced to a body of topically similar ideas so that they are able to absorb academic vocabulary through multiple exposures (Shift 6) - a strategy that is highly supported by research. In this way, ELLs are also able to access more complex texts over time (Shift 3) and build on their background knowledge through the text (Shift 2). Writing is another modality that has experienced some "shifts" as a result of the CCSS. After comprehending texts, ELLs are taught through clear and consistent routines on how to use the text when speaking and writing so that they can engage in evidence-based discussions (Shift 4 and

5). They are also scaffolded through this process with graphic organizers, sentence starters, etc. Other research-based strategies are used by our ESL pedagogues and classroom teachers to help our ELLs succeed. These include but are not limited to our juicy text initiatives, deconstructing and reconstructing sentences, analyzing figurative language, small group instruction, interactive word walls, Orton-Gillingham approach for systematic decoding, and self-monitoring strategies. We strive to make content comprehensible to enrich language development. In addition, we use technology, field trips and other presentation methods to help make learning more real and personal. These include the use of manipulatives, photographs and videos to both teach and allow students to demonstrate their knowledge; project-based assessments; Skype with experts or other classrooms around the world; blogging; Google classrooms; Padlet; and personally created dictionaries. Every ESL teacher is also equipped to track and analyze data so that they can inform their instruction and adjust the strategies and methods used in the classroom. (Data sources include classroom assessments, project rubrics, NYSESLAT, iReady, ReadyGen assessments, iWriting, and the Reading A-Z ELL Component.)

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

c. ELLs receiving service four to six years are analyzed for the language modality in which they are weak in and may then be targeted with additional intervention services as is appropriate along the Rtl Framework. Phonics instruction, academic language, comprehension, grammar and writing skills can be provided in small group instruction during the regular day or during extended day. These students are also encouraged to attend the 21st Century After-School programs that review skills in reading and math in preparation for state exams.

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

e. F-ELLs who have tested proficient within the last year or two receive continual support in several ways. First, we continue to provide them with two additional years of transitional support 90 minutes a week. Second, ELL testing accommodations would continue as mandated. This includes translated versions of the test where available, bilingual glossaries, and time-and-a-half on exams. Third, if a F-ELL would benefit from current supplementary services for ELLs, such as through our after school ESL test preparation program, we would enroll them into that program. This is especially helpful for F-ELLs who continue to have gaps in knowledge or vocabulary, specifically for test language. Fourth, continued articulation between the F-ELL's classroom teacher and an ELL pedagogue could help the child receive additional scaffolds. It is in our best interest to continue to support our F-ELLs because research has proven that ELLs outperform their native English-speaking peers once they have achieved mastery in English.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students are monitored just as general education students are in the classroom. Their writing, test scores and assessments are all examined to see if student is progressing as expected. Portfolios are kept in the classroom.

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

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

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

ELL pedagogues may also refer to the school psychologist and/or social worker determine if the child's needs are indeed a language issue or something more. The ReadyGen and GoMath curriculums used in our school are extremely rigorous. If the material proves too complex, the ESL teacher, classroom teacher and Special Education teacher may collaboratively decide to use the curriculum material from the previous grade but refer to the CCSS to make sure that while the text becomes more accessible, the task and expectations remain on grade. If it is deemed that the ESL program is too disruptive of their regular

Chart

day, the ELL educator will attempt to support the child through a Push In model if scheduling permits. The IEP is central to deciding how and what kind of instruction to deliver with regards to maintaining the least restrictive environment. Parent meetings are also held to include and support parents in helping to create a successful academic experience.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

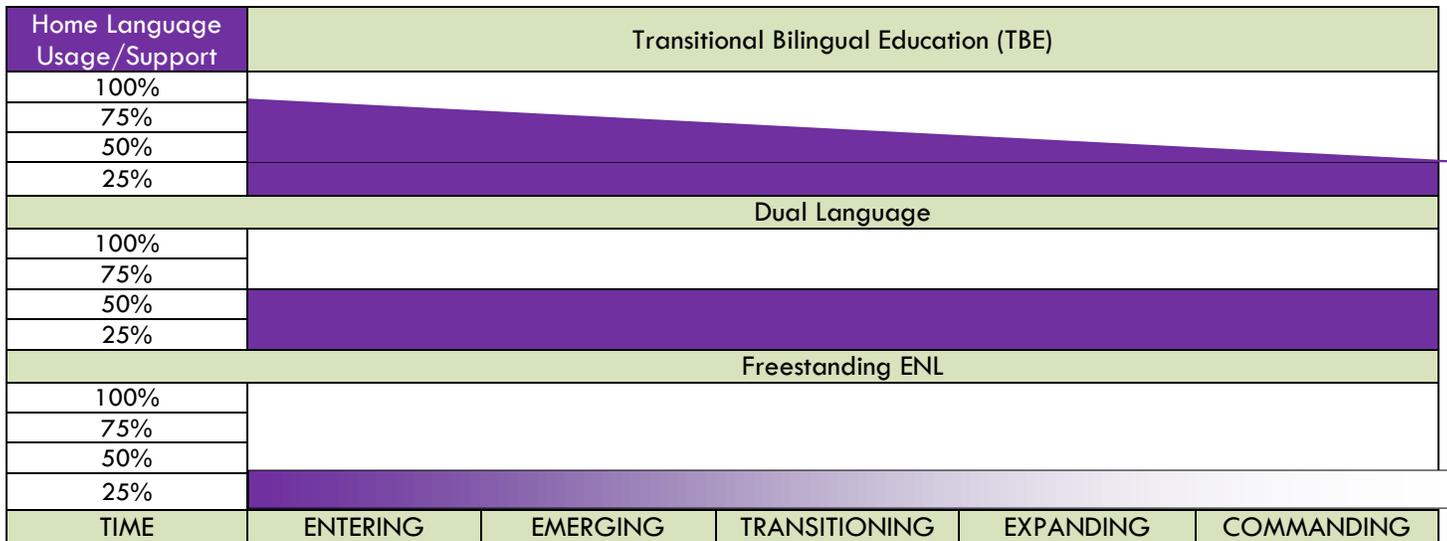


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs at PS 101K for ELLs are as follows:
- Newcomer ELLs Morning Support Program: This program uses the “On Our Way to Reading” program by Continental to guide ELLs through basic language skills in the beginning of the year, and then moves on to “Step by Step Language” Volumes A and/or B by the end of the school year. It is designed to help students with less than two years of English language instruction obtain the foundations of the English language. This includes but is certainly not limited to phonics, decoding, oral expression and sight words. Text topics covered span all content areas with increasing difficulty as the curriculum progresses. This program meets four days a week for one hour in the morning.
 - Half-time ESL Self-Contained Classes: Every ELL in grades K through 5 has a seat in an ESL classroom. (The only exceptions are students with IEPs who have ICT or Self-Contained as their placement.) For 10-12 periods a week, an ESL pedagogue works alongside the classroom teacher to scaffold and deliver instruction. This helps to ensure appropriate ESL strategies are used so that students are able to access rigorous, grade-level material.
 - TASC: All students in grades 4 and 5 are encouraged to participate in this program. Students attend this program Monday through Thursday from 2:35 – 4:05 PM. On Mondays and Tuesdays, ELLs receive 90 minutes of targeted instruction in preparation of the state examinations. Teachers review content area material with a focus on language development skills and test-taking strategies. On Wednesdays and Thursdays, students take part in extracurricular activities, such as yoga, martial arts, dancing, etc. These enrichment activities are wonderful for building students’ background knowledge and socialization skills. Students are grouped by grade or special needs.
 - Math Club: Since success on the Math State Exam is reliant on students’ reading comprehension skills, ELLs may join Mrs. Rose Brocato for Math Club. In this program, the Rtl math teacher focuses on developing problem-solving skills and understanding of the domain-specific language used in this content area.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We believe we are effective in meeting the needs of our ELLs in both content and language development. We now have several years of experience with the new CCSS state exams to use in conjunction with sound, research-based practices in ESL/ENL. Also, certain skill sets may be redefined in how they are taught but are essentially the same in expectation. OG is particularly effective in develop student abilities to decode and read. Students primarily receive support in grades K through 2: years that are defined as learning to read. We believe this and the implementation of ESL strategies through thematic units and ReadyGen will continue to be effective in raising ELL performance. Our effectiveness is evident in the rate of students testing out of ESL. In the upper grades, more emphasis is placed on reading to learn. By exposing students to multiple texts centered on the same topic of exploration in the classroom, ELLs will grow in their language acquisition and build on content area knowledge. We also work on teaching them strategies on what to do when encountering new words, making meaning of the text as a whole, and providing evidence when writing or speaking. This is effective in making more independent learners and we see our ELLs using these strategies to help accelerate their learning. Again, year after year, we test out and promote students at a rate that is equivalent to current AMAOs.
12. What new programs or improvements will be considered for the upcoming school year?
- This year, we have purchased iWriting from iReady to help support our students. We have found that ReadyGen does not provide enough structure for this modality, and have decided to supplement our ELA curriculum with iWriting.
 - A group of teachers have also adopted Hochman’s Writing Revolution curriculum to help delve into the nitty gritty of writing. While iWriting approaches writing as a whole, Hochman’s method helps students understand sentence structure and organization from its most basic building blocks and then helps them graduate into fluent writers.
 - We will also be ordering new test prep materials since New York State exams will be provided by Questar instead of Pearson.
 - Orton-Gillingham specialist, Ann Edwards, has also been rehired to provide a second round of intense professional development for new teachers who have not yet been trained. This will help unify instruction through all grades.
 - Jason Levy from DOE’s Office of Technology has been invited to our school once a month to train a selected group of staff members on how to integrate technology into lessons on a transformative level. Technology has been shown to elevate universal access to education for all students including ELLs and SWDs, and so we take this initiative seriously. We now have 8 Google/iPad classrooms. Of the 8 classrooms, 2 of which are the ELL push in classes. Next year, we hope to roll out even more Google/iPad classrooms – subject to budgeting.
13. What programs/services for ELLs will be discontinued and why?
- Several programs may be limited due to predicted budget cuts and drawbacks on funding. At this time, however, we do not anticipate cutting any supplementary programs. In the interest of boosting expectations and instruction, and aligning ourselves to the CCSS, our school has dropped the writing component of ReadyGen.

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

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

- Circus Arts: This residency uses the art of clowning and physical comedy as a medium for self-expression and confidence building. It also introduces students to the significance of the circus in many cultures. At the end of the 12-week program, the 2nd grade puts on a circus for the rest of the school.
- Fifth Grade Enrichment: Fifth grade teachers and other support staff offer students a 90-minute enrichment period to test out their interests in 10 different courses ranging from photography and cooking, to magic and starting a business. Students select their top three choices and are placed accordingly. If a particular program is more popular, a lottery system is used.
- TASC/21st Century: The After School Corporation and the Jewish Community Council of the Greater Coney Island have merged to create a performance arts and academic program so that all students have fair and efficient access to quality activities beyond the school day. We have received an extension of our grant so that P.S.101 students have the opportunity to gain a better understanding of the arts and instructional content areas. This program includes a four-day week schedule (Monday to Thursday) from 2:35 to 4:05 P.M. The instructional part of the week involves test sophistication on Monday/ Wednesday cycle while the Tuesday / Thursday program provides enrichment in the performance arts, such as chorus, dance, drama, vocals and use of keyboards.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

- Orton-Gillingham Approach (for phonics and phonemic awareness)
- ReadyGen's Scaffolding Handbook
- Houghton Mifflin Harcourt GoMath! Manipulatives and Differentiated Centers
- Authentic / Juicy Text Initiative: ELL teachers expose ELL students to advanced literature and techniques to help them become language watchers and expand vocabulary. This effort was spearheaded by Maryann Cucchiara of the Child's First Network.
- Common Core State Standards
- ReadyGen and GoMath! Curriculum Maps
- Hochman's Writing Revolution
- Reading A-Z and RAZ Kids (for leveled reading material)

Technology:

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

that helps support ELLs' native languages since there are many bilingual apps to download into an iPod touch iPad and/or laptops, and translation services are even more substantial online than in physical dictionaries.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. ELL providers make certain that support and resources correspond to ELLs' ages and grade levels. ELL providers meet weekly with each other and classroom teachers to discuss/exchange teaching techniques, data and student success. In the Push In model especially, ESL teachers plan in conjunction with the classroom teacher several times a week to build programs and materials that support their students. The aim of these meetings is to align our goals with the CCSS, grade-level curriculum, classroom content material and to make sure that we are doing all that we can to maximize our ELLs' success in the classroom. When scheduling allows, the ESL/ENL teacher also joins the corresponding grade meeting.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Activities to assist newly enrolled ELL students before the beginning of the school year include the following:
- The Parent Coordinator may occasionally host welcoming workshops at the school. These workshops provide opportunities for parents to complete their paperwork and to ask questions about the school and its programs.
 - All parent letters are distributed in English, Chinese, Spanish, Arabic, Urdu, Russian and any other languages made available by the DOE's Translation Unit. These letters may welcome parents and students to the new school year, inform them of upcoming events, available community resources, etc.
 - All parents are given a copy of the Preferred Language Form to complete so that the school is informed of which language to send memos and contact parents with. This preference is also noted on their blue cards.
 - Parents are given information about the P.S.101 Website (www.ps101k.com). This is another place where parents and students can access information about the school activities, classroom expectations for the up and coming school year, supply lists, etc. twenty-four hours a day, seven days a week. There is also an option on the webpage to have it be translated into other languages for increased accessibility by non-English speaking parents.
 - Newcomer Packets are printed off for use by classroom teachers to help jumpstart their efforts to differentiate work for any new incoming ELLs. The packet includes worksheets, strategies, games and activities teachers can use with ELLs to help them develop their language skills. Some teachers use it to supplement their lessons while others use the worksheets as a way to differentiate their homework.
 - Imagine Learning is very user friendly even for our newest ELLs. Since English instruction is housed inside of their native language, students can participate in the program's games and activities right from the start.
19. What language electives are offered to ELLs?
PS 101K offers its 5th Grade students Italian and Spanish electives during the Enrichment Periods on Fridays.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

At PS 101K, we strive to maintain high standards for our students and our teachers. Part of this effort includes sending our staff members to a multitude of professional developments (PDs) that are designed to help ELLs succeed in the academic setting. Our PDs are also not just limited to ESL pedagogues, but are attended by all teachers of ELLs. Intentionally, ESL pedagogues and oftentimes a regular education classroom teacher are paired off to attend a PD offered by either DELLSS or another academic institution. In the past, this has included Fordham University, Hofstra, Google for Education, etc. This information is then turnkeyed to the appropriate teachers during grade meetings and/or common preps. PDs are attended by ESL pedagogues (and their classroom teachers) on a rotating basis through the year as they are offered. The email blast is particularly useful for locating opportunities. If specific information is deemed vital for the entire staff to learn, administration will choose the appropriate pedagogue to turnkey the information during a Lunch & Learn, orientation meeting, or after school presentation.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Specific PD offerings include but may not be limited to:

 - Data Inquiry Team Meetings are currently focused on improving progress in its students who tend to show none. These students are not underperforming, but may obtain the same grade each year. Many times, they are expanding ELLs who have that plateau in progress. Members meet to discuss strategies, groups, share data and build a plan centered on grade 3 to 5 ELLs who fit this criteria.
 - Curriculum Mapping Sessions ensure that consistency and continuity in instruction exists throughout the school. Changes to curriculums are addressed at this time and representatives from the curriculum's organization may be brought into these meetings for training. ESL strategies, methods and approaches are noted on this map so that all teachers of ELLs are equipped and informed.
 - To ensure that the Orton-Gillingham Approach is uniformly applied throughout the grades, Margot McGinn hosts occasional in-house PDs to keep teacher understanding fresh, to address ongoing changes to student needs and to mentor new teachers. Ann Edwards, a consultant from OG, has also been hired to give training to our newest staff.
 - Technology PDs are hosted periodically throughout the year to help teachers build engaging and interactive lessons. The technology helps ELLs learn new and difficult concepts more quickly and effectively. Technology PDs to be hosted will include iPads classroom and apps, eChalk website, RAZ-Kids, Google Classrooms, etc.
 - Mentoring and/or Peer Review may be used by educators to help improve on their instruction practices. Teachers meet for a pre-observation to discuss the goals for improvement, observe one another, and then meet again for a post-observation conference that can reveals strengths, weaknesses and next steps.
 - Other PDs have been arranged for the coming school year to be held by in-school experts and Network personnel, including text annotation, academic vocabulary, questioning, curriculum development, etc.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our staff is provided with on-going PDs to assist ELLs as they transition from elementary to middle school. Through the years, 5th grade teachers have built a hub of resources that focuses on the middle school experience; they include workshops, field visits, pamphlets and websites. These same resources can also be passed onto their students' parents to help them find a suitable school. Administrative and teaching staff from different middle schools (i.e. Cavallaro, Boody) are invited to speak to students about special programs and expectations. Additionally, parent workshops are offered to help non-English speaking parents with the application and admissions process. Translators are made available in these programs. PDs in Core Curriculum and Content Mapping help maintain continuity and rigor in the both the lessons and expectations of its graduating ELL population, so that they will arrive in 6th grade equipped and well prepared academically.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All staff members participate in school-based PDs that benefit our ELLs, and are encouraged to attend other PDs off site. Administration sends out email blasts to its staff that contain information on the city's upcoming PDs. Since our school supports a very prominent ELL and F-ELL population, many of these PDs focus on making academic language more comprehensible and accessible for students. PDs are multi-year and on-going, and so our all of our staff members can meet the 7.5 hours of ELL training. The ESL staff will also be hosting workshops to train classroom teachers on ESL techniques to help all teachers of ELLs bridge the gap between our ELLs' performance and curriculum expectations.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

A midyear conference will be held by ESL/ENL teachers towards the end of January. Parents will be scheduled to visit during a specific timeslot in the day. Letters will be distributed beforehand and parents will have an option to select the most convenient time for them. If daytime hours are not convenient, then we can host a meeting over the phone. An in-house translator will be made available or the DOE Translation line will be utilized. Reminders will be sent by Remind101.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Each ESL/ENL teacher is responsible for maintaining a parent-student contact log in which to record all outreach made to parents during the school year. This log includes phone calls, back to school night, parent orientations, in person meetings and annual individual meetings. It must have listed the date, time, student name, parent name, contact mode and topics discussed. It may also include follow up, behavior plans, or additional scaffolding materials.

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

- Parent Teacher Association: The PTA helps to raise funds to support academic achievement by enriching the learning environment. Parents of all language abilities are invited to attend. In fact, parents who have chosen to take part in this wonderful association speak a multitude of languages that is representative of our student population.
- Parent Teas: Teachers invite parents into the classroom to view the child's learning environment and understand expectations. By observing the routines and lessons, parents gain a better understanding of how to support their child.
- Parent Orientation Meetings: ELL teachers organize meetings to explain the 3 ESL models offered by the city, and in turn at PS101. Translators are available and the Parent Orientation Video is shown in their native language. We also go over the CCSS expectations and NYSESLAT.
- Back-to-School Night: The PTA and the administration organizes a night of events twice a year for parents to meet their child's teacher, visit the classroom and view the work going on in schools.
- Family Nights: PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Pizza Night, Meet-and-Greets, etc.
- Field Trips: Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers. It does not matter what language they speak. All help is welcome.
- Homework Help Workshop: A teacher volunteer, typically the literacy coach, leads this workshop to instruct parents on how they can help their child complete their homework even if they feel like they are not knowledgeable of the subject areas.
- Application for Middle School Workshop: Translators are typically on hand to help parents and children negotiate applications.
- Student of the Month Assemblies: Our school selects students to honor them for their hard work and dedication once a month. For them, a unique assembly is held in the evening so that the school and parents can celebrate their achievement together.
- School Assemblies: A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Holiday Show, Drama Play, Music Recitals, Circus Arts, Halloween Parade, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its translatable website (www.ps101k.com) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Furthermore, teachers are required to either sign up for Remind101 or Class Dojo. This is another platform that enable teachers to sends texts and reminders to parents on the class level. They can be individualized to the child or sent as a mass text to the entire class. We have received a lot of positive feedback for both from parents. Again, this is because

technology allows us unprecedented communication levels with non-English speaking parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
P.S.101 partners with various community based organizations to provide workshops and other opportunities for both mainstream and ELL parents. When we receive a reservation for a workshop from a parent who speaks another language, we try to bring in a parent or staff volunteer to translate. They include:
 - Fire Safety (arranged with the local Fire Department)
 - Dental Hygiene: Two parent volunteers is a dental hygienist and she runs the workshop in conjunction with our parent coordinator.
 - Fair Housing (in conjunction with Brooklyn Housing Non-for-Profit): This organization hosts workshops to explain the rules and regulations of NYC's various building laws and codes.
 - English Language Learner Conference (provided by the NYC DOE): This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc. A flyer of this conference is distributed to all students since many of our students are ELLs or were former ELLs.
 - CPR Training Unit (provided by the NYC Fire Department's CPR Unit): This workshop does not certify parents but does equip them with the procedures in case there is an emergency.
 - TASC Mon 230 – 510 drama dance chorus art
 - Marquis Studios provides could puppetry, bookmaking, music and rhythm, collage and mosaics, and self-portrait workshops for families at our school. 4 workshops in fall 4 spring
 - Financial and Insurance planning (provided by Health Plus)
 - Angel Center, J&J, Elite are our for-profit after school programs who partners with us to provide translators during busy parent nights, such as Back-to-School, Parent Teacher Conferences, etc. Also, they are very willing to help deliver messages to parents who work late or may be hard to get in contact with.

5. How do you evaluate the needs of the parents?
The needs of parents are evaluated through surveys either sent home to be collected the next day or online on the principal's blog/Google Forms. This survey is called the PS 101 Parent Survey and will ask parents if they have ways they would like to get involve and partner with us. It will also poll how best they like to receive correspondence from us, and what would make them feel more involved. The survey will be sent home in multiple languages. Additionally, the School Environment Survey is a great resource for determining parental satisfaction or dissatisfaction of our school. Our translatable school website also has a Parent Corner for parents to provide feedback. All teachers distribute a class survey and list their emails to allow for open dialogue as well. Our Parent Coordinator (Margaret Lloyd), and the PTA are also very vocal advocates of parents' needs. Since they are our most intimate communication line to parents, they often are able to provide the most relevant and honest feedback on our school's efforts and initiatives. Last but not least, the School Leadership Team meeting is held at least once a month, and parents have yet another way to voice their concerns directly to administration and staff here.

6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities are derived as a response to the School Environment Survey, as well as pulled from our in-house survey and feedback gleaned by our parent coordinator and PTA. Since we create these activities in direct response to these outlets, we are confident that they address the needs of parents. Parents are also surveyed again at the conclusion of many of our activities, and the responses have been positive.

D. Additional Information

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

Numbers are current up to and including September 28, 2015.

School Name: Verrazano School**School DBN: 21K101**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregg Korrol	Principal		1/1/01
Elisa Kane/Patricia Perccacio	Assistant Principal		1/1/01
Margaret Lloyd	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Jessica Rivera/ESL	Teacher/Subject Area		1/1/01
Maria Lupo/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Patricia DeMarco/ESL	Other _____		1/1/01
Grace Siggia/ESL	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21k101** School Name: **The Verrazano School**
Superintendent: **Ms. DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents typically prefer English over their home language for written communication. This is often because a family friend or relative will help translate. Oral communication is almost always in the parents' native language. These languages include Chinese (both Mandarin and Cantonese), Spanish, Arabic, Urdu, Russian, Albanian, Tajik, and Uzbek. In the past, we have also had a few Albanian and Georgian requests, but none this year.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All parent letters require translation and are distributed throughout the year. They include annual parent handbooks, after school notices, testing exam notifications, etc. Our website, calendar, overview of student curriculums and the above notices are accessible online and that is translatable as well.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 17th - Back to School Night
November 5th - Parent Teacher Conferences
March 3rd - Parent Teacher Conferences
May 12th - Parent Teacher Conferences

Coffee with Mr. Korrol - Held once a month with each grade's parents on a rotating basis
Student of the Month - Monthly gatherings in the morning are held to celebrate the students' successes. Parents are invited to attend with their child.
SLT - First Tuesday of every month, the elected parent meets with the school leadership team.
Multicultural Fair (2nd grade) - parents are invited to celebrate with their child the diversity of their 2nd grade class; happens at the end of June
State Exam Orientation - Our parent coordinator holds a workshop to help parents help their child prepare for state exams. Question types and exam samples are gleaned over and a Q&A is held.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We utilize the School Messenger notification system as our platform to connect with parents by voice, text messages and even email. The program offers instant translation of our messages in over 50 languages. These parent preferences for language are input in excel format of reports generated from ATS. For written notices, PS 101 utilizes in-house translators or online services. If those avenues are not open, then we use the Translation and Interpretation Unit to provide us with translated versions to staple to the English copy and sent home. Digital versions of English notices are made available on our school website (<http://www.ps101K.com>) immediately after publication. These memos are then linked to online translation services such as Babel Fish (<http://babelfish.yahoo.com>) or Google Translate (<http://translate.google.com>) to make them accessible to our non-English speaking parents. Our assistant principal, pupil accountant secretary and parent coordinator are in charge of engaging the translation office for such requests. On occasion, we ask our bilingual staff members to translate notices when necessary. If teachers have unique classroom notices to be sent home, they likewise contact the Translation Unit for support. Parents are also encouraged to visit the school if there are any questions or concerns. At such occasions, translators are made available to accompany the parent. Our staff is capable of speaking the top four languages of our parent population: Chinese (Mandarin and Cantonese), Spanish, Arabic and Russian.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Please see above.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The availability of these services are discussed and reviewed during staff orientation at the beginning of the year. A memo is available in our staff handbook for everyone to refer to.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The welcome poster is posted at the front door of our office. The Parent guide is distributed to parents on the first day of school. The security officer and our parent coordinator has the Language ID Guide to refer to and help parents communicate with school staff. We also use email and websites to help reach our parents via translation services (i.e. Babel Fish or Google Translate). School Messenger also pushes out announcements to parent phones in 50 languages.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

An in-house parent feedback survey was distributed at the beginning of October. This survey asks parents how they would like to receive information, how they can contribute to the school and what services they would like to see. We also review the city-distributed survey for feedback on the quality of our school communication, service and environment.