

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K102

School Name:

P.S. 102 THE BAYVIEW

Principal:

CORNELIA SICHENZE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 102 School Number (DBN): 20k102
Kindergarten, 1, 2, 3, 4, 5
Grades Served: _____
School Address: 211 72 Street, Brooklyn, New York 11209
718-748-7404 718-836-9265
Phone Number: _____ Fax: _____
School Contact Person: Cornelia Sichenze Email Address: csichen@schools.nyc.gov
Principal: Cornelia Sichenze
Angela Stornaiuolo
UFT Chapter Leader: _____
Nishani Pierre-Louis
Parents' Association President: _____
Michael Silverman
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Brian Doherty
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
415 89 Street, Brooklyn, NY 11209
Superintendent's Office Address: _____
KCostan@schools.nyc.gov
Superintendent's Email Address: _____
718-759-4912 718-759-4842
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
415 89 Street, Brooklyn, NY 11209
Director's Office Address: _____
cherylwatson@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-759-4912

Fax: 718-759-4842

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)
Cornelia Sichenze	*Principal or Designee	
Angela Stornaiuolo	*UFT Chapter Leader or Designee	
Nishani Pierre-Louis	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Brian Doherty	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	
Michael Silverman	Member/ Teacher/Chair	
Anna Lee Hom	Member/ Teacher/Chair	
Susan Jaquish	Member/Teacher/Recorder	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meghan Duffy	Member/ Teacher	
Jeremy DelRio	Member/Parent	
Brian Doherty	Member/Parent	
Rana Abu-Sbaih	Member/ Parent	
Kelly Gualtieri	Member/ Parent	
Luis Macias	Member/ Parent	
	Member/	
	Member/	
	Member/	

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.102 has a large, multi-cultural/multi-lingual student population with approximately 1,434 students speaking more than 27 languages. The most widely spoken languages are Arabic (17%) and Spanish (14%) which total 32% of our student population. 49% of our student population come from homes where a language other than English is spoken. Of this 49%, mandated English as a Second Language (ES)L students comprise 15%. To meet the needs of this growing population, we have an extensive Saturday Academy program that targets the bottom third of the school and our ELL population which begins in October and runs through to the middle of June. The classes are small in an effort to help our at-risk students make progress. In addition, our parent coordinator conducts various levels of English classes for our parent community and makes available to them a parent library.

To support our diverse population, we have extensive academic intervention services for children on all grades. We are currently at our maximum capacity in our 10 Kindergarten classes and have an academic intervention provider that works with struggling students utilizing shared and guided reading to lend supports. Reading Recovery is a program we value and it is our intention to build capacity in this program next year. We have partnered with the Reading Reform Foundation program for students in K-2 which utilizes the Orton-Gillingham methodology. We have built capacity each year since 2008 and have trained 2-4 classroom teachers each year during the summer. A teacher trainer from Reading Reform Foundation continues the training for the teachers first year and works in our classrooms twice per week and spends a total of 4 hours a week with the collaborating teacher. In 2013 we implemented a creative flexible program model for our students with disabilities.

To increase student engagement and inquiry based learning, we have begun our third year implementing the S.T.E.M. program and have taken it to the next level and incorporated the Arts, now referred to as the S.T.E.A.M. program. In the 2014-2015 school year we implemented a robotics program after school to deepen the level of student thinking. Our Robotics teacher has attended extensive training and facilitated the purchasing of iPads.

We have continued our extensive after school enrichment program for grades K-5, consisting of activities such as guitar, band, drums, percussion, chorus, drama/theater arts, cooking, chess, track, tennis, flag football, basketball, visual arts, painting, bookmaking, and ELL conversation, Common Core English Language Arts and Mathematics enrichment and ELL Common Core Enrichment. Programs are offered to each grade in six week cycles to accommodate all students. The Peer Buddy program helps students to build self-esteem by providing opportunities for upper class students to peer-tutor, participate in arts-and crafts activities which foster social interactions with other students in the younger grades. Our Fifth graders participate in a Club Program once a week. Students have the opportunity to choose from a variety of enrichment activities such as Debate, Government Office, On-Line Journalism, Classical Music Appreciation, Be A Math Detective, The Wisdom of Words, Poetry Power and Master Painters.

Our school is involved in many Project Arts Residencies such as:

- Midori and Friends "12 Note Program" - Students in fourth and fifth grade learn how to hold instruments, play new pieces of music, harmonize, read music and express themselves artistically.
- The New York City Ballet "The Nutcracker Project"- Students in third and fourth grade engage in interdisciplinary lessons that involve active art making, collaboration and critical reflection through poetry and creative movement. All participants attend a live performance at Lincoln Center.

- Brooklyn Queens Conservatory of Music, “Music Therapy Program” for our Visually Limited Students. This program uses music as a therapeutic tool to help students with emotional, developmental and physical disabilities improve their lives.

We participate in the CookShop Program which is a core nutritional education program of the Food Bank of New York City. The CookShop classroom uses hands-on exploration and cooking activities to foster children’s enjoyment and consumption of healthy foods as well as their appreciation for good nutrition. In addition to our work in the classroom we have an active CookShop for families program which provide participants with simple, healthy recipes using fresh affordable ingredients. CookShop for Families offers the skills and knowledge needed to make CookShop part of their families’ daily lives.

Our school boasts a Learning Leaders Program with approximately 30 active parent volunteers who lend support in the classrooms and speak the home language of the students they service. Our school community has been committed to developing an award winning school garden and uses the garden as nature’s classroom. The vegetables grown in the garden are used in our school kitchen to provide healthy meals and reinforce the science of nutrition. The P.S.102 P.T.A. is priceless as they tirelessly give of their time and talents to run and fund many engaging events during school hours, in the evenings as well as on the weekends to benefit the social, emotional and academic needs of our students.

P.S. 102 has made progress in all six elements of the Framework for Great Schools. Our school recently underwent a Comprehensive School Quality Review and P.S. 102 received “Well Developed” ratings for each of the Quality Review indicators. The elements in which PS 102 has made the most progress are Effective Leadership, Rigorous Instruction, Collaborative Teachers and Strong Family-Community ties.

As noted in our recent Quality Review Report:

“The school leaders consistently communicate high expectations to all staff and provide training aligned to the Danielson Framework for Teaching. “

“The rigorous curriculum (that teachers have created) hold students and teachers to very high academic expectations.”

“All teachers engage in structured collaborations promoting the implementation of the Common Core Learning Standards while systematically analyzing all key elements of teacher practice. There are distributed leadership structures embedded.”

“ Parents are engaged in a series of grade specific meetings to delve into the Common Core Learning Standards and grade specific expectations.”

The two key areas of focus for the 2015 – 2016 school year are Rigorous Instruction and Supportive Environment. With a specific focus on Math, we will continue to modify and supplement our curriculum to meet the needs of all students. In addition, targeted instructional support for our students identified in our Lowest 1/3 subgroup will provide them with carefully scaffold instruction that promotes student progress .

20K102 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1386	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	61.1%	% Attendance Rate		95.0%
% Free Lunch	61.7%	% Reduced Lunch		6.4%
% Limited English Proficient	13.7%	% Students with Disabilities		17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		1.0%
% Hispanic or Latino	25.0%	% Asian or Native Hawaiian/Pacific Islander		14.4%
% White	58.6%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.98	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.8%	Mathematics Performance at levels 3 & 4		59.5%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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.

We have determined Mathematics to be a priority area in need of growth. Although we have made gains in Mathematics, in order to meet or exceed our targets for math, there needs to be increased growth in this subject area. In addition, our students need to increase overall progress in Mathematics.

Upon careful analysis of our 2012-2013 Progress Report comparative to our 2013-2014 School Quality Guide, the following gains were noted:

- 5% increase in the Median Adjusted Growth Percentile for Math
- 3% increase in the Median Adjusted Growth Percentile for the Lowest 1/3 in Math
- 4.9% increase in the percentage of Level 3 and 4 Integrated Co-Teaching (ICT) students in Math

Regarding the percentage of students at the 75th Growth Percentile or Higher in Math, the following gains were noted:

- 2.5% increase in English Language Learners (ELL's)
- 1.9% increase in Lowest 1/3

Priority area of need as noted:

- -2.3% in Self Contained/ICT/Special Education Teacher Support Services (SETSS)

In summary our data analysis and the information provided above informs us that we have shown growth in mathematics and therefore should continue our focus and efforts of implementing diverse strategies in mathematics by continuing to work collaboratively to develop rigorous instruction with extra supports for our students with disabilities, our ELL’s and our lowest third.

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, the percentage of all students tested (including students with disabilities and English language learners) will demonstrate a 3-5% increase in the Math Median Adjusted Growth Percentile as measured by the 2016 New York State Math Test.

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>	
<ul style="list-style-type: none"> • Implementation of the GoMath program. • Problem of the Week initiative implemented school-wide • Provide teachers with instructional workshops • Coaching/Mentoring Supports • Inter-visitation of lead teachers to observe demonstration lessons • Utilize GoMath Technological Learning opportunities for teachers • Professional Learning Communities (PLC's) will utilize protocols to analyze data through item analysis, and identify trends and needs of improvement 	<p>All students with Individualized Education Plans (IEP's)</p> <p>All students that have been identified for English as a New Language</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal, AP, Teachers, Professional Development Committee, Staff Developers, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>
<ul style="list-style-type: none"> • Equip teachers with tools and strategies that can be implemented in the classroom to address the needs of our students with disabilities, ELL's and lowest 1/3. This includes Universal Design for Learning (UDL) strategies, project based learning strategies, and ways to assess their instruction. • Provide individualized professional development to teachers utilizing the Danielson Framework by utilizing support from our Borough Field Support Center, Lead Teachers and various departments ESL, 	<p>All students with (IEP's)</p> <p>All students that have been identified for English as a New Language</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal, AP, Staff Developers, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>

Academic Intervention Services (AIS), School Assessment Team (SAT) etc.)			
<ul style="list-style-type: none"> Inquiry work analyzing Math Performance Tasks by identifying trends, patterns, areas of strength and areas in need of improvement and modifying instruction accordingly. After school Math and ESL Academy 	<p>All students with IEP's</p> <p>All students that have been identified for English as a New Language</p>	Ongoing Sept 2015- June 2016	Principal, AP, Teachers, Staff Developers, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team
<ul style="list-style-type: none"> Parent workshops that focus on mathematical thinking and Family Math Night. Outside consultants 	<p>All students with IEP's</p> <p>All students that have been identified for English as a New Language</p>	Ongoing Sept 2015- June 2016	Principal, AP, Teachers, Staff Developers, Parent Engagement Committee, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team

Part 4 – Budget and Resource Alignment

<p>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.</p> <p>Contractual Professional Learning Time: 80 minutes weekly</p> <p>Contractual Family Engagement Time: 35 minutes weekly</p> <p>Contractual Professional Work Time: 40 minutes weekly</p> <p>Contractual Parent Teacher conferences: 4 times per year</p> <p>Human Resources</p> <p>Instructional Resources</p> <p>Schedule Adjustments for common planning, enrichment periods , advisory periods and team meetings</p> <p>Teacher Per Session Funding: Professional Learning Planning – Lead Instructional Team After School</p> <p>Teacher Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building</p> <p>Supervisor Per Session: analyze and track data, assign coaches to support and mentor teachers, review observations</p> <p>OTPS Funding:curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software OTPS Funding: transportation and admission fees for trips</p>
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OTPS Funding: Curriculum and staff development partnerships

Borough Field Support Center: Support Specialists

District Support Personnel: Principal Leadership Facilitator

District Principals: support through inter-visitation

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

Data collection for baseline and benchmark assessments will be utilized to assess progress as well as identify specific mathematical concepts and area in need of support for all students in mathematics.

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.

Upon careful analysis of our 2012- 2013 Progress Report comparative to our 2013-2014 School Quality Guide, the following gains were noted:

- 13% increase in the Median Adjusted Growth Percentile for English Language Arts
- 5.4% increase in the percentage of Level 3 and 4 students in English Language Arts
- 20% increase in the Median Adjusted Growth Percentile for the Lowest 1/3 in English Language Arts
- 16.9% increase in the percentage of Level 3 and 4 Integrated Co-Teaching students in English Language Arts

Regarding the percentage of students at the 75th Growth Percentile of Higher in English Language Arts, the following gains were noted:

- 8.1% increase in ELL's
- 20.6% increase in Lowest 1/3
- 20.4% increase in Self–Contained
- 23.85 increase in Black or Hispanic males

Although we have made a 5.4% increase in the percentage of Level 3 and 4 students, additional progress is still needed in English Language Arts.

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, the percentage of all students tested (including students with disabilities and English language learners) will demonstrate a 3-5% increase in meeting and /or exceeding grade level standards in ELA as measured by the 2016 New York State ELA Test making them feel safe, supported and challenged.

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>
<ul style="list-style-type: none"> • Teachers collaborate to identify modifications necessary to make the curriculum accessible to a variety of learners. Through these modifications, students will feel safe, supported and challenged. • Professional development is aimed at identifying strategies to ensure intellectual engagement and includes assessments and surveys to address the learning needs of English Language Learners students and students with disabilities. • Provide opportunities for teachers to address clusters and related service providers to ensure that quality IEP's are made available and their English Language Learners are identified. 	<p>All students with IEP's</p> <p>All students that have been identified for English as New Language</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal, AP, Teachers, Professional Development Committee, Staff Developers, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>
<ul style="list-style-type: none"> • Teachers will modify and use UDL strategies using the Ready Gen Program. They will provide opportunities for students to peer assess. • Teachers will use data to drive instruction and create group work that is tailored for each student. This will ensure that students will be challenged and supported. 	<p>All students with IEP's</p> <p>All students that have been identified for English as New Language</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal, AP, Teachers, Staff Developers, Teacher Teams, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>
<ul style="list-style-type: none"> • Both Special Education Teachers and Teachers of English Language Learners teachers will receive Professional Development in the Orton-Gillingham phonics program. • They will attend monthly Professional Development workshops to impact student growth and performance. 	<p>All students with IEP's</p> <p>All students that have been identified for English as New Language</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal, AP, Teachers, Professional Development Committee, Staff Developers, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>

<ul style="list-style-type: none"> Parents and families are invited to workshops throughout the school year to assist with their children to get them College and Career ready. 	<p>All students with IEP's</p> <p>All students that have been identified for English as New Language</p>	<p>Ongoing</p> <p>Sept 2015- June 2016</p>	<p>Principal, AP, Staff Developers, Parent Coordinator, Instructional Coaches, Instructional Team, Superintendent Borough Field Support Team</p>
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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.											
Contractual Professional Learning Time: 80 minutes weekly											
Contractual Family Engagement Time: 35 minutes weekly											
Contractual Professional Work Time: 40 minutes weekly											
Contractual Parent Teacher conferences: 4 times per year											
Per Session Funding: Professional Learning Planning – Lead Instructional Team After School											
Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building											
OTPS Funding: curriculum materials, supplemental materials, classroom supplies, furniture, technology, educational software OTPS Funding: transportation and admission fees for trips											
OTPS Funding: Curriculum and staff development partnerships											
Scheduling : common planning											
Scheduling: enrichment periods and advisory periods											
Scheduling: team meetings											
Borough Field Support Center: Support Specialists											
District Support Personnel: Principal Leadership Facilitator											
District Principals: support through inter-visitation											
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	X	Title III, Part A		Title III, Immigrant
X	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.

Data collection from baseline and benchmark assessments will be utilized to assess progress as well as identify specific literacy skills/areas in need of support for all students in ELA. All grades will analyze their pre, mid and end year assessment results utilizing the ReadyGen program. In addition, grades K-2 will analyze their Fountas & Pinnell reading benchmark levels and Grades 3-5 will analyze their Diagnostic Online Reading Assessments to monitor their students' 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.

Strength: All teachers engage in structured collaborations, promoting the implementation of Common Core Learning Standards while systematically analyzing all key elements of teacher practice. Teachers meet in Professional Learning communities (PLC) to explore and revise Ready Gen and Go Math curricula to address the needs of all our students. The Inquiry Team meets on a monthly basis to focus on mathematical problem solving.

Need: Feedback from the most recent Quality Review Report (2014-2015) states that although rated well developed in 1.1 the school needs to focus on ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core learning standards and/or content standards.

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, 100% of pedagogues will engage in structured professional collaboration on teams, using an inquiry approach that promotes shared leadership and focuses on aligning assessments to curricula, analyzing student learning outcomes, adjusting instructional decisions, and improving student learning which will result in an increase of “Highly Effective” Advance Measure of Teacher Practice ratings in Domain 3 of the Danielson Framework for Teaching.

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 teacher-parent collaborations to improve student achievement. 	<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>
<ul style="list-style-type: none"> • Professional Learning Study: The Lead Instructional Team will select an area of learning/instructional focus and develop learning modules around research based strategies in order to build knowledge in Domain 3 of the Danielson Framework for Teaching. • The Lead Instructional Team will support pedagogues in implementing what is learned through mentoring and co-planning. 	<p>Teachers, and Paraprofessionals</p>	<p>Ongoing July 2015- June 2016</p>	<p>The Principal, Assistant Principals and Lead Instructional Team. The Team consists of coach, mentors, and specialists from all grade levels and key content areas of the school.</p>
<ul style="list-style-type: none"> • Professional Learning Inquiry and Product Analysis: The Lead Instructional Team will provide opportunities for teacher teams to meaningfully and productively conduct and analyze student work products. 	<p>Administration, Teachers and Paraprofessionals</p>	<p>Ongoing July 2015- June 2016</p>	<p>The Principal, Assistant Principals and Lead Instructional Team. The Team consists of Coaches, Mentors, and specialists from all grade levels and key content areas of the school.</p>
<ul style="list-style-type: none"> • The Lead Instructional Team will facilitate and develop independent abilities of teacher teams through 2 connected activities: 1) Analyzing Common Core Learning Standards (CCLS) Reading and Writing Standards, and the Standard of Mathematical Practice in order to further develop student accessible/friendly “Success criteria” resulting in a better vertical understanding of grade specific standards/expectations by teachers and a clear setting of expectations for students. 2) Using the analysis of standards to better norm Performance Based Assessment Rubrics (connected more purposefully and meaningfully to “success criteria”) 	<p>Teachers, and Paraprofessionals</p>	<p>Ongoing July 2015- June 2016</p>	<p>The Principal, Assistant Principals and Lead Instructional Team. The Team consists of Coaches, Mentors, and specialists from all grade levels and key content areas of the school.</p>
<ul style="list-style-type: none"> • The Lead Instructional Team will facilitate and develop the independent abilities of teacher teams to use a “Looking At Student Work” (LASW) Protocol to regularly analyze student Performance Based Assessments using a common CCLS based rubric. 	<p>Teachers, and Paraprofessionals</p>	<p>Ongoing July 2015- June 2016</p>	<p>The Principal, Assistant Principals and Lead Instructional Team. The Team consists of Coaches, Mentors, and specialists from all grade</p>

			levels and key content areas of the school.
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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.											
Contractual Professional Learning Time: 80 minutes weekly											
Contractual Family Engagement Time: 35 minutes weekly											
Contractual Professional Work Time: 40 minutes weekly											
Contractual Parent Teacher Conferences: 4 times per year											
Per Session Funding: professional Learning planning – Lead Instructional Team After School											
Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building											
OTPS Funding: curriculum materials, supplemental materials, supplemental materials, classroom supplies, furniture, technology, educational software.											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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.											
On completion of each round of teacher observations, results of Advance data will be reviewed and analyzed for trends. The administrators conduct instructional rounds and strategically norm as a team in an effort to ensure a consistent lens school wide.											
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

- 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.

For the 2014-2015 School Year over 95% of teachers were rated “Effective” or “Highly Effective” as measured by Annual Professional Performance Review (APPR). In the 2015-2016 School Year 100% of teachers will be rated “Effective or “Highly Effective” on the Measure of Teacher Practice (MOTP) component of APPR.

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–Effective School Leadership. 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 teachers will receive timely (within 1 week) feedback, next steps, and support upon completion of Formal and Informal Evaluations resulting in 100% of teachers being rated “Effective” or “Highly Effective” utilizing the Danielson Rubric to determine the measure of teacher practice.

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) 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>
<ul style="list-style-type: none"> • The Lead Instructional Team will select an area of learning/instructional focus and develop learning modules around research based literature/strategies in order to build knowledge in the selected areas of learning. • The Lead Instructional team will support pedagogy in implementing what is learned through mentoring and co-planning. • The Lead Instructional Team will conduct instructional rounds, and analyze and share trends and best practices with teachers to improve instructional pedagogy. 	Teachers	Ongoing Sept 2015- June 2016	Teachers, Administration, Professional Development Committee, Literacy Coach, Community District 20 Support
<ul style="list-style-type: none"> • The Lead Instructional team will model to build capacity that will allow teacher teams to engage in meaningful and productive inquiry work while analyzing student work. • The Lead Instructional Team will facilitate and develop teacher teams through activities such as analyzing CCLS Reading/Writing, Math Standards in order to develop student friendly rubrics. 	Teachers	Ongoing Sept 2015- June 2016	Teachers, Administration, Literacy Coach, School Based Core Inquiry Team, Community District 20 Support
<ul style="list-style-type: none"> • Teachers will utilize family engagement time to develop and facilitate Literacy and Math workshops for families. 	Teachers and Families	Ongoing Sept 2015- June 2016	Teachers, Administration, Literacy Coach, Community District 20 Support, P.T.A., and Parent Coordinator
<ul style="list-style-type: none"> • Teachers and parents will collaborate to identify and plan other workshops to support student and school needs. 	Parents, Families and Students	Ongoing Sept 2015- June 2016	Teachers, Administration, Literacy Coach, Community District 20 Support, PTA, and Parent Coordinator

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.

Contractual Professional Learning Time: 80 minutes weekly

Contractual Family Engagement Time: 35 minutes weekly

Contractual Professional Work Time: 40 minutes weekly

Contractual Parent Teacher conferences: 4 times per year

Per Session Funding: Professional Learning Planning – Lead Instructional Team After School

Per Diem Funding: substitute coverage for professional learning for pedagogues outside of the building

Per Diem Funding: substitute coverage for Common Planning Activities

OTPS Funding for contracted professional development agencies

OTPS Funding: Curriculum materials, supplemental materials, classroom supplies, furniture, technology, software

OTPS Funding: Curriculum and Staff development

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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.

Mid-Year analysis of Advance Measures of Teaching Practice (MOTP) scores will be conducted to determine the performance levels of teachers.

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

- 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.

Strength: During the 2014-2015 School Year additional parent engagement time has been used to facilitate parent workshops in an effort to support parents in raising academic achievement. Translation services are regularly provided at workshops.

Need: Although improvements have been made in communicating with parents, as a school community we need to continue to collaborate and find new ways to encourage increased participation in meetings, special events and workshops.

As a result of parent responses to the 2013-2014 Learning Environment Survey 35% indicated that they have been invited to attend an event at their child’s school 5 or more times. As a result of parent responses to the 2013-2014 Learning Environment Survey 34% indicated that they have been invited to attend an event at their child’s school 3-4 times. As a result of parent responses that responded to the 2013-2014 Learning Environment Survey 23% indicated that they have been invited to attend an event at their child’s school 1-2 times. Out of all parents that responded to the 2013-2014 Learning Environment Survey 7% indicated that they have never been invited to attend an event at their child’s school.

As a result of parent responses to the 2013-2014 Learning Environment Survey 34% strongly agreed, 53% agreed, 13% disagreed, and 1% strongly disagreed that their child’s school communicates what is needed to prepare their child for college, career, and success in life after high school.

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase in parent participation for meetings, special events and workshops inclusive of Parent Engagement Tuesdays as measured by attendance records and evaluation 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Family Engagement Workshops: Teachers will utilize contractual family engagement time to:</p> <ul style="list-style-type: none"> • Develop and facilitate literacy and mathematics based workshops for families that include overviews of curriculum and exposure to activities that students are engaged in, with the goal of expanding parents' understanding of CCLS and expectations of students. • Engage teachers school wide in collaborative work to create a grade specific newsletter to be distributed to parents on a consistent basis in an effort to keep parents well informed and updated of school classroom events and monthly curriculum objectives. 	<p>Parents, Families, Students and Heart-share One World Staff</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal and Lead Instructional Team: Teachers Mentors Coach Specialists from all grade levels and key content areas of the school, classroom teachers, students, families and Heartshare One World Staff.</p>
<ul style="list-style-type: none"> • Continue providing parents with information via school messenger, the P. S. 102 website and a monthly hard copy calendar crafted by the P.T.A. 	<p>Parents, Families, Students and Heart-share One World Staff</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal and Lead Instructional Team: Mentors Coach P.T.A. Parent Coordinator Specialists from all grade levels and key content areas of the school, classroom teachers, students, families and Heartshare One World Staff.</p>
<ul style="list-style-type: none"> • Open house opportunities for parents to support their children in enrichment activities. 	<p>Parents, Teachers, Families, Students and</p>	<p>Ongoing Sept 2015- June 2016</p>	<p>Principal and Lead Instructional Team:</p>

	Heart-share One World Staff		Mentors Coach Parent Coordinator Specialists from all grade levels and key content areas of the school, classroom teachers, students, families and Heartshare One World Staff.
<ul style="list-style-type: none"> Heartshare Staff will provide additional workshops for parents. Heartshare will apply for Grant money to fund additional applicants to the Heartshare, One World Afterschool Program 	Parents, Families, Students and Heart-share One World Staff	Ongoing Sept 2015- June 2016	Heartshare One World Director and Staff, Parent Coordinator

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.											
<ul style="list-style-type: none"> Contractual Family Engagement Time: 35 minutes weekly Grant Funding Per Session Funding: Professional Learning Plan 											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
<ul style="list-style-type: none"> Surveys Review of Artifacts: newsletters, calendars by all those key personnel who are responsible for implementing and overseeing the activity/strategy.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501 ReadyGen Assessments F&P/State Scores	Targeted Support for Grades K-5 (ESL Teacher/Licensed ELA Teacher) After School Support Close Reading	RTI – Scaffolded Support, Flexible Grouping, Differentiated Instruction, K-5 Small Group Instruction Push in Pull Out Support	During the School Day After School Saturday Academy
Mathematics	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501 GoMath/State Assessment Scores	Elementary Cluster Teacher Licensed Content Area Teacher in Science and ELA Embed Content and Curriculum Support	RTI – Scaffolded Support, Flexible Grouping, Differentiated Instruction, K-5 Small Group Instruction Push In/Pull Out Support	During the School Day After School Saturday Academy
Science	Inadequate progress towards meeting promotional standards as defined by Chancellor’s Regulation A-501 Class Assessment/Science State Scores	Elementary Cluster Teacher Licensed Content Area Teacher in Science and ELA Embed Content and Curriculum Support	Small Group Instruction	During the School Day After School Saturday Academy
Social Studies	Inadequate progress towards meeting promotional standards as defined	Licensed Content Area Teacher in Social Studies and ELA Embed Content and	Small Group Instruction	During the School Day After School

	<p>by Chancellor's Regulation A-501</p> <p>Class Assessment</p>	<p>curriculum Support Enrichment/Support</p>		<p>Saturday Academy</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Determined by the appropriate support provider using specific assessments and evaluations.</p> <p>Teacher Referral/IEP</p>	<p>Services Provided by the Guidance Counselor and the Social Worker. Students are referred by their teachers or parents for social/emotional issues or concerns that may be affecting the students' performance at school.</p>	<p>One-to-One</p> <p>Small Groups</p>	<p>During the School Day</p> <p>Progress is monitored every 6 weeks</p>

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	X	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.
<ul style="list-style-type: none"> • Administration will collaborate with Borough and District Personnel to ensure that non-HQT meet all required documentation and assessment guidelines. • Title I funding will be utilized to support teachers in becoming Highly Qualified Teachers. • Mentors will provide support for teachers that are Not Highly Qualified. • Administration will collaborate with Borough and District Personnel to seek Highly Qualified Teachers when positions are open. • Administration will create candidate evaluation committees to identify and interview candidates when a position is available. • During reorganization the administration will utilize teacher license information to ensure that the assignment matches the teacher's license area.

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).
<ul style="list-style-type: none"> • The Professional Learning Community that was established continues to develop and evolve in order to include all teachers and paraprofessionals in meaningful and productive professional learning. Weekly meetings are facilitated by Instructional Team Members using facilitation guides. The Instructional Team also uses the structure of the established Professional Learning Community to further develop assessment practices and analysis of student work, to ensure/increase rigor, and refine the School-Wide Instructional Focus. • Regularly schedule Instructional Rounds will facilitate inter-visitation allowing all teachers to view and share best practices with other teachers. Formal sharing of Best Practices will take place during Professional Development in the

fall and spring terms. Debriefing notes from Instructional rounds are triangulated with teacher evaluation feedback, Instructional Team feedback, and PLC topics, and disseminated to the entire staff.

- Common Planning time will be utilized to analyze and adjust curriculum to ensure that it is aligned to the CCLS.
 - Instructional Coaches will support teachers and paraprofessionals in analyzing and adjusting curriculum to ensure that is aligned to the CCLS.
- The Professional Development Committee consists of 9 members that includes one teacher from each grade level, the chapter leader, literacy coach and principal. This committee meets on a monthly basis to discuss the needs and wants of the teachers and staff to organize and schedule differentiated professional development opportunities.
 - Professional Development on the new CCLS aligned curriculums will be provided to support the retention of Highly Qualified Teachers.
- Professional Learning Communities will be utilized to support growth of teachers and paraprofessionals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

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).

Not Applicable

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.).

Not Applicable

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.

- A Measures of Student Learning (MOSL) committee was created to review assessments used to assess student progress.
- The Instructional Team, Common Planning structures, and Professional Learning Community time are used in a distributive leadership capacity to examine assessments and facilitate professional development and turn-keying.
- The Instructional Team Common Planning structures and Professional Learning Community time are used to examine curricula including assessing components.
- Common Planning structures are utilized to examine student work and assessment results to track progress.
- Teachers participate in Annual IEP meetings, 3 Year Re-evaluations, Initial Evaluations, PPT Meetings, and RTI meetings in addition to collaborating, and have an opportunity to discuss the effectiveness of shared strategies.
- Instructional Leads will attend professional development and turn-key information at Grade meetings. All Teachers in grades K through 5 will administer, assess, and analyze the results of curricula/periodic assessments in order to plan targeted instruction for struggling students by adjusting instructional practices, and develop additional supports and strategies.
- Teachers will use and modify curricula aligned rubrics and/or scoring guides to accurately assess the level of student work. They will thus be active in the assessment process and the evaluation of the effectiveness of the strategies.

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	848,397.00	X	13,16,19,21,25
Title II, Part A	Federal	196,716.00	X	13,16,25
Title III, Part A	Federal	24,772.00	X	13,16,21,25
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	6,723,440.00	X	13,16,19,21,25
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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

THE BAY VIEW SCHOOL

Public School 102

211 72nd Street

Brooklyn, NY 11209

(718) 748-7404

Fax No. (718) 836-9265

www.ps102.org

Learners Today Leaders Tomorrow

Cornelia Sichenze Laura Fasanelle Daiana Bertolini

Principal Assistant Principal Assistant Principal

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. 102, 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. 102 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming

and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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

THE BAY VIEW SCHOOL

Public School 102

211 72nd Street

Brooklyn, NY 11209

(718) 748-7404

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www.ps102.org

Learners Today Leaders Tomorrow

Cornelia Sichenze Laura Fasanelle Daiana Bertolini

Principal Assistant Principal Assistant Principal

P. S. 102, 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>PS 102 The Bayview School</u>	DBN: <u>20K102</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>4</u>
of content area teachers: <u>0</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: _

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

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

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

Part C: Professional Development

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

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

Begin description here: _

The two senior ESL teachers, Ms. Easterling and Ms. Manfredi, will provide professional development to the four ESL certified teachers (Ms. Maloney, Ms. Zaccone, Ms. Wilkinson and Mr. Lantieri) working the Title III programs. Content area teachers working in other After School and Saturday programs will be invited to attend as well. Professional development is taking place on Mondays during the allotted time from 2:40-4:00 at no cost to Title III Immigrant funding. The professional development in October focused on the needs of individual students being serviced in the Title III programs based on state assessment results. There will be monthly workshops discussing literacy strategies turn-keyed by Ms. Easterling, one of our ESL teachers who is pursuing a Master's degree as a Literacy specialist at NYU. In

Part C: Professional Development

addition, we plan to use the videos and other resources on the DELLSS website as presentations followed by a discussion on how to improve instruction in our Title III programs. These resources include the Common Core Videos for ELL Instruction, Scaffolding Instruction for ELLs: Resource Guides for ELA and Mathematics, and the Response to Intervention (RTI) Interactive Online Course. Additional DELLSS professional development opportunities will be distributed to Title III program teachers as well as other content area teachers as they become available.

Part D: Parental Engagement Activities

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

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

Begin description here: _

In January and May, ESL teachers, Ms. Manfredi and Ms. Easterling, will be presenting literacy workshops on research-based best practices to Title III parents and any other ELL parents who may be interested. These workshops will provide strategies parents can implement at home with their children in either their native language or in English. Translators will be provided as needed. In order to notify parents of the workshops, both translated and English versions of the notices will be sent home and signs will be posted by the entrance to the school. Additionally, each year in March, the ESL staff (Ms. Manfredi, Ms. Easterling, Ms. Maloney, Ms. Wilkinson and Ms. Zaccone) provides a grade band and language specific parent workshop on NYSESLAT expectations. Translators are provided as needed and invitations are sent home in native languages as well as English so that families are aware of the opportunity. In November, the parent coordinator, Ms. Sheri, and ELL coordinator, Ms. Manfredi, are planning to provide professional development for classroom teachers on services available through the DOE's Translation and Interpretation Unit in order to encourage parental involvement. Our parent coordinator, Ms. Sheri, is another valuable resource for all of our parents and caregivers, including our ELL parents. She conducts a Conversational ESL Class for parents on Mondays from October through June and provides updated lists of ESL classes by community based organizations. In an attempt to improve communication with the parents of our ELLs and other parents who may speak another language at home, we have translated parent notifications in regards to school events, reminders, field trip permission slips, and health notices. These notices are usually available in the eight languages translated by the Translation and Interpretation Unit. Ms. Sheri coordinates translators for parent teacher conferences, PTA meetings, parent workshops and other school events on an as needed basis. In addition, she organizes the Learning Leaders program which provides tutoring for our struggling students including our ELLs. The Learning Leaders program also has several bilingual parents and community members in the program who are teamed up with ELLs who share a common native language. The Learning Leaders program continues to be an effective way to involve parents in our school. Additionally, our P.S. 102 website is updated on a daily basis and is instantly translatable in approximately 70 languages and weekly automated phone calls go out to families in their preferred language informing them of upcoming important events. These services will be provided at no cost to Title III Immigrant funding.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • 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 20	Borough Brooklyn	School Number 102
School Name The Bayview 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 Cornelia Sichenze	Assistant Principal Daiana Bertolini
Coach Ann Perrone, Data	Coach Marianne Fletcher
ENL (English as a New Language)/Bilingual Teacher Cassandra Easterling	School Counselor Lorraine Perazzo
Teacher/Subject Area Janine Manfredi, ENL	Parent Nisham Pierre-Louis
Teacher/Subject Area Anne Perrone, Literacy Coach	Parent Coordinator Margaret Sheri
Related-Service Provider Francis Brown	Borough Field Support Center Staff Member Jo Ann Benoit
Superintendent Karina Costantino	Other (Name and Title) Katherine Angelakos, ENL

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	8	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1403	Total number of ELLs	212	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<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

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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	212	Newcomers (ELLs receiving service 0-3 years)	181	ELL Students with Disabilities	26
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	1

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

	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	181	0	13	30	0	12	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section 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	26	21	3	6	4	7								0
Chinese	11	2	0	2	2	2								0
Russian	1	0	0	3	1	0								0
Bengali	0	1	1	0	0	0								0
Urdu	1	1	2	1	0	0								0
Arabic	30	19	17	12	10	12								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	3	0	0	0	0	0								0
Albanian	1	0	0	3	0	1								0
Other	1	2	0	1	1	1								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)	19	4	5	5	11	6								0
Emerging (Low Intermediate)	10	9	4	3	6	3								0
Transitioning (High Intermediate)	15	6	3	1	3	5								0
Expanding (Advanced)	30	33	9	14	6	7								0
Commanding (Proficient)	42	29	24	3	10	4								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			16	19	5	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	4	1	0	0
4	10	2	1	0	0
5	11	4	1	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	8	0	12	0	4	0	2	0	0
4	9	0	3	0	0	0	3	0	0
5	17	0	5	0	1	0	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	2	0	5	0	5	0	3	0	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.

Students in kindergarten through second grade, including ELLs, are assessed using teacher-created assessments with checklists to monitor the acquisition of concepts of print and other early literacy skills such as phonemic awareness, alphabet knowledge, high frequency words, rhyming, syllabication, phonics, blending, and segmenting. Teachers perform running records on a regular basis to assess student reading levels and inform guided reading groups.

In the stand-alone ENL setting, the early literacy skills of our Entering and Emerging students are assessed using the Informal Phonics Inventory from Assessment for Reading Instruction, Fry Sight Words Inventories, running records, the Words Their Way Elementary Spelling Inventory for ELLs or the Picture Spelling Inventory if more appropriate, in addition to timed readings to assess fluency.

In order to periodically assess reading benchmarks throughout the school year, teachers in Kindergarten through Grade 2 use the Fountas & Pinnel kits. The following data is a Fountas & Pinnel progress analysis that shows the percentage of students at each Reading Benchmark level. By the end of kindergarten, the number of students reading on a Level 1 decreased by 20%, and the number of students reading on a Level 2 decreased by 24%. There was an increase of 9% for the students reading on a level 3 and an increase of 35% for the students reading on a Level 4. Overall, the percentage of kindergarteners reading on or above the grade level benchmark increased by 43%. By the end of Grade 1, the number of students reading on a Level 1 decreased by 12%, and the number of students reading on a Level 2 decreased by 16%. There was an increase of 8% on a Level 3 and an increase of 20% on a Level 4. Overall, the percentage of first grade students reading on or above the grade level benchmark increased by 28%. At the end of Grade 2, there was a decrease of 7% of students reading on a Level 1, and a decrease of 3% of students reading on a Level 2. There was an increase of 21% of students reading on a Level 3 and an increase of 26% of students reading on a Level 4. The total percentage of first graders reading at or above the grade level benchmark increased by 4%.

Our ELLs current reading levels inform our instructional planning. In the integrated setting, our students are in guided reading groups that are frequently regrouped in order to reflect the students' progress and address their specific needs. In the stand-alone setting, our students are provided explicit reading instruction that includes Orton-Gillingham to provide strong foundational skills.

Teachers in third through fifth grades utilize a variety of formal and informal assessments with the students. Reading levels are

determined using the Diagnostic Online Reading Assessment (DORA) in order to inform guided reading groups. Weekly spelling and reading comprehension tests are designed by grade level teams and administered to students in order to inform instruction.

The Reading Benchmark Results for Grades 3-5 for the 2014- 2015 were based on the students' performance on DORA. In Grade 3, there was an increase of approximately 12% of students reading on Level 1. There was a decrease of about 6% of students reading on a Level 2, a decrease of about 2% on a Level 3, and a decrease of about 15% reading on a Level 4. In Grade 4, the percentage of students on Level 1 increased approximately 4%. There was an increase of about 5% of students reading on a Level 2, and an increase of about 6% of students reading on a Level 3. The percentage of students reading on a Level 4 decreased approximately 15%. In Grade 5, the percentage of students reading on a Level 1 increased about 3%, and the percentage of students reading on a Level 2 increased by 25%. There was an increase of about 8% of students reading on a Level 3. The percentage of students reading on a Level 4 decreased approximately 36%.

This data shows that students in Grade 3-5 did not make adequate progress in their reading levels. This data reflects the need for more support for our ELLs in the integrated setting during ELA instruction and explicit reading instruction during standalone ENL sessions.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the most recently available School Quality Guide from the 2013-2014 school year, P.S. 102 is rated as "Exceeding Target" for closing the achievement gap for ELLs, special education students, and students achieving academically at the bottom third citywide. P.S. 102 achieved 59.5% of the city range in terms of closing the achievement gap, exceeding the goal of 59.0%. Accordingly, 41.4% of the 70 ELLs in grades 3 through 4 scored at the 75th percentile or higher on the ELA.

We have noticed the following data patterns among those students who took the NYSITELL during the 2014-2015 school year: Of the 137 kindergarteners tested with the NYSITELL, 25 (18.25%) scored at the Beginner level, 20 students (14.6%) scored at the Intermediate level, 24 (17.5%) scored at the Advanced level, and 68 (49.6%) were Proficient. This data shows that almost half of our incoming kindergarteners eligible to take the NYSITELL were Proficient which reflects the large bilingual student population in our school. The number of kindergarten ELLs within the other proficiency levels were similar ranging between 14%-18%.

In Grade 1, 13 students were administered the NYSITELL. 61.5% of those students scored at the Beginner level, approximately 15% scored at the Intermediate level, no students scored at the Advanced level, and approximately 23% scored at the Proficient level. In Grades 2-5 the number of newly admitted students eligible to take the NYSITELL was smaller. In Grade 2, only 3 students were given the NYSITELL and scored: 2 scored at the Beginner level and 1 student scored at the Advanced level. Of the 6 students in Grade 3, 4 students scored at the Beginner level, 1 student scored at the Intermediate level, and 1 student scored at the Advanced level. In Grade 4, 4 students were tested and scored as follows: 3 ELLs scored at the Beginner level and 1 ELL scored at the Intermediate level. In Grade 5, 4 students were tested and all scored at the Beginner level. The data compiled for Grades 2-5 indicates that the majority of our newly admitted students eligible to take the NYSITELL are at the Beginner level of English language proficiency, which correlates with the fact that these students were new arrivals from their home countries.

Data for incoming students who were administered the NYSITELL for the 2015-2016 school is as follows: Of the 109 students tested in Kindergarten, 19 (20.7 %) scored at the Entering level, 7 (7. 63 %) scored at the Emerging level, 14 (15.26%) scored at the Transitioning level and 27 (29. 4%) scored at the Expanding level and 42 (45.78%) scored at the Commanding level. In Grades 1-5, the following data was revealed for the incoming new admits who were administered the NYSITELL. In Grade 1, 3 students were tested, 1 scored at the Entering level and 2 scored at the Commanding level. In Grade 2, 3 students were tested, 2 scored at the Entering level and 1 scored at the Commanding level. In Grade 3, only 1 student was tested and scored at the Entering level. In Grade 4, 8 students were tested, 6 scored at the Entering level and 2 scored at the Emerging level. In Grade 5, 3 students were tested and all 3 scored at the Entering level.

For the NYSESLAT 2015 Results the following data was evidenced:

- 33 first graders tested as EX who previously scored Beginner, Intermediate & Advanced levels in Kindergarten
- 27 first graders tested as CM who previously scored Beginner, Intermediate & Advanced levels in Kindergarten
- 22 second graders moved from Advanced or Beginner level in first grade to CM
- 9 second graders moved from Advanced or Beginner level in first grade to EX
- 3 third graders tested at CM who previously scored Advanced level in second grade
- 12 third graders tested as EX who previously scored Advanced or Intermediate level in second grade
- 10 fourth graders tested as CM who previously scored Advanced level in third grade
- 4 fourth graders tested as EX who previously scored Advanced or Beginner level in third grade
- 7 fifth graders who scored EX who previously scored Beginner or Intermediate level in fourth grade
- 4 fifth graders who scored CM who previously scored Beginner or Intermediate level in fourth grade

The data from the 2015 NYSESLAT:

- reveals that a significant number of ELLs who met AMAO2 were in Kindergarten, grade 1 and grade 3.
- reveals there is an abundance of low single digits in the writing modality throughout the second through fifth grade who did not test Commanding, and an abundance of high single digit/low double digit scores in the reading modality across those grades as well.

For the 2015-2016 school year the data reveals a similar pattern to the 2014-2015 NYSITELL for kindergarten. Almost half of our newly admitted kindergarten students scored Expanding and/or Commanding on the NYSITELL, which evidences language development, pre-literacy skills and language proficiency, as this will have a positive impact on meeting the rigor of CCSS and Performance Language Descriptions for the grade. It appears that in Grade 1 and Grade 2, 3 students scored Commanding, as this will assist teachers to assess their student's language skills and provide an entry point to further provide the necessary scaffolds, strategies, skills, vocabulary, language structures and content in order to develop standards-based curricula in planning coherent instruction for these students in the 4 modalities in meeting the CCSS for their grade.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

As of 10-31-15, the RNMR has not been populated in ATS, as we are not able to give exact data at this time. However, once the data is available we will use the AMAQ tool for teachers of ELLs, administrators, SAT Team and support service providers to: identify the instructional subgroups (language, grade, SWD's, SIFE, long term ELLs, former ELLs) in order to analyze and assess data of student learning outcomes which will be adjusted and modified in designing differentiated rigorous coherent instruction aligned to the demands of meeting and/or exceeding the CCCS. To this end, supplemental and or enrichment programs will be implemented through targeted interventions, guided grouping, UDL supports Tier II and III intervention in best meeting the CCSS in all areas of instruction.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

In grades 3-5 ELL students are provided state approved content areas glossaries during instruction and state assessments as needed in Arabic, Spanish, Urdu, Chinese and Russian. This native language tool provides additional support to ELL's who are proficient in their native language and can activate and transfer ideas, use cognates, vocabulary, concepts, make content comprehensible, from their native language to English by referring to the content area glossaries when helpful to the student. In regards to data on how ELLs' perform on individual performance levels and grades using NYS native language glossaries is not available.

Our school leadership is learning a lot about ELLs from the Periodic Assessments. After our students take the ELL Periodic Assessment, teachers use the data to drive planning and instruction. Teachers, both classroom and ENL, analyze this data during inquiry meetings on their grade level and discuss how to best meet the needs of their students. Students are assigned a target group and/or intervention strategies based on their performance on these assessments. In the item analysis report, teachers can identify which questions the students had the most difficulty on as a class or individually and adjust their instruction to reinforce a particular area of weakness. Teachers are using data to drive their instruction and focus on the skills that need additional required attention, specifically reading comprehension.

ELL Periodic Assessments are designed specifically for ELL students and are designed to mirror the format of the reading, writing, and listening portions of the NYSESLAT. It is administered to ELL students in grades three through five in the fall and again in the spring. The assessments provide timely, detailed data about the students' strengths and weaknesses in the modalities assessed and then used by ENL as well as classroom teachers in order to plan individual and small group instruction. After reviewing the results of the periodic assessment, we have noticed that the results are consistent with the results of our teacher-created unit test that are also designed to mirror the format of the NYSESLAT. The student's home language is supported with NYS content area glossaries as needed for each ELL.

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](#).]

P.S. 102 has an active School Assessment Team (SAT). Classroom teachers are encouraged to recommend any students who are struggling either emotionally or academically to the SAT for discussion so that the best possible setting and services can be provided for students in need. A SAT meeting most often consists of the school psychologist, the social worker, an IEP teacher, the child's assistant principal, as well as the child's classroom teachers and any current service providers such as an ENL teacher or speech teacher. At meetings, all adults with knowledge of the child are encouraged to contribute observations and data generated during instruction so that a well-rounded description of the child can be gained. Once a recommendation is made for a child and implemented for the determined amount of time, another meeting is convened to discuss progress and the possible need for further

action.

The current RTI program consists of Tier I instruction provided in the form of quality, differentiated instruction for all students in the general education setting provided by a qualified classroom teacher, Tier II intervention provided in small group or integrated settings by grade-specific reading specialists or teachers with many years of classroom experience, and Tier III intervention is provided in a stand alone setting for groups of one to three students by the same teachers who provide Tier II interventions.

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

All classroom and content area teachers of ELLs at P.S. 102 strive to make sure a student's level of second language acquisition is considered in instructional decisions. Students are grouped according to their Targets of Measurement according to the RLAT report generated on ATS for ENL classes, so that instruction can be targeted to each subgroup's specific needs according to the Performance Level Descriptions for each modality and grade. Each year, the ENL teachers provide a list of all current ELLs with their (proficiency levels) Targets of Measurement based on the RLAT report generated on ATS. In addition, Former and Commanding ELLs in each class are identified in order for their classroom and content area teachers to provide a basis for intentional grouping and UDL strategies and supports within the classroom. Classroom teachers are informed as to parents' responses on page two of the Home Language Information Survey including years of prior formal schooling and the language that was used in instruction so that teachers may consider the needs of individual ELLs when planning instruction. Students may be paired according to proficiency level so that an Entering level ELL may work with an Expanding level ELL or the pairing of a Commanding ELL with an Entering ELL who speak the same native language, so the more advanced ELL can provide native language assistance. When referring students for special education services, the child's ENL teacher with the School Assessment Team review the ELL's portfolio data (summative and formative) and the child's level of second language proficiency in order to best meet the needs of the child for support services. Special services including extended day, After-school, and Saturday Academy instructed by ENL teachers are offered according to proficiency level so that the students who will benefit most from each particular program and receive targeted support.

7. For dual language programs, answer the following:

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

N/A

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

Yearly, our ELL Program is evaluated on how our ELL's meet or exceed the AYP targets and make increases in moving across the continuum of grade level performance targets. We review data from summative and formative sources: NYSESLAT, ELL Periodic Assessments, results of the NYS ELA, Math and Science Assessments, Fountas and Pinnell, DORA reading assessments, baseline and benchmark Unit assessments and performance tasks, student's work with rubrics, conference notes and collaborative inquiry are reviewed using the data during grade meetings and common preps in discussing student's strengths/weaknesses in reviewing the RLAT data we can determine student progress. We analyze the data to reveal which students are making or not making progress in the Targets of Measurement in meeting AMAO 1(ELL's making progress) and AMAO 2(ELL's scoring commanding).

However, according to the most recently available School Quality Guide from the 2013-2014 school year, P.S. 102 is rated as "Exceeding Target" for closing the achievement gap for ELLs, special education students, and students achieving academically at the bottom third citywide. P.S. 102 achieved 59.5% of the city range in terms of closing the achievement gap, exceeding the goal of 59.0%. Accordingly, 41.4% of the 70 ELLs in grades 3 through 4 scored at the 75th percentile or higher on the ELA.

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.

Before beginning the registration process, parents are asked their language of preference so that an in-person translator or over-the-phone translation service can be provided through the DOE's Translation and Interpretation Unit. This allows parents to receive language assistance and have their questions addressed throughout the entire registration process. The regular use of translators helps us to ensure we accurately identify each child's home language in order to determine whether the child will require ELL services.

One of our trained and certified ENL teachers (Ms. Easterling, Ms. Angelakos, Ms. Maloney, Ms. Zaccone, Ms. Poulon, Ms.

Wilkinson, Ms. Rabab, or another pedagogue who has been trained in the ELL identification process, including Ms. Ann Perrone, the upper grade Literacy and Math Coach, is present to meet with parents or guardians to complete the Home Language Identification Survey (HLIS), available in English as well as fourteen other languages, and conduct an interview with the parent as well as a screener with the child. The purpose of the interview is to ensure that parents fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as verify if the student has been in a formal educational system in their prior country. The purpose of the screener, given to the child in both English and the native language when available, is to ensure the HLIS completed by the parents reflects the child's language background and abilities.

At this time, our school distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages). The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by ENL school staff.

After the HLIS is completed by the parent and an oral interview and screener are completed with the parent and child, the ENL coordinator reviews the parental responses and determines whether a language other than English is spoken in the child's home. If it is determined that a language other than English is spoken at home, the ENL coordinator or another trained ENL teacher administers the NYSITELL for that child's particular level based on the grade and time of year within the first ten days of attendance. The ENL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the RLER report (a report that lists students eligible to take the NYSITELL and NYSESLAT) to ensure that all students who are eligible for testing have been properly identified and screened.

The NYSITELL is administered to establish the child's English proficiency level upon entrance to the English Language School System (ELSS). The child's score on the NYSITELL is used to determine whether the child is eligible for ELL services. Students who score below the Commanding level on the NYSITELL are entitled to state-mandated services for ELLs. The score determines whether the student scored on the Entering, Emerging, Transitioning, Expanding, or Commanding level and is then used to place him/her in an appropriate ELL group and ENL program of instruction. Students who speak Spanish at home and score below the Commanding level on the NYSITELL are also given a Spanish Language Assessment Battery (Spanish LAB) at this time to determine language dominance upon entrance to the ELSS.

When a student transfers to our school from another NYC public school, we verify via the ATS system if the student has been screened previously and if the student has a current NYSITELL or NYSESLAT score that entitles him or her to ELL services. When a student transfers to our school from a NYS public school, the ENL Coordinator contacts the sending school to obtain NYSITELL and NYSESLAT results as well as the Home Language determination. In cases when a student enrolls in our school after having been out of the NYS public school system for 2 or more years, he or she is eligible to go through the ELL identification process again.

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).

Upon enrollment at our school, ENL teachers reference part two of the HLIS for incoming third through fifth grade Entering and Emerging level students to determine if there is a possibility of inconsistent or interrupted schooling prior to the student's arrival in the United States. Based on this information, potential SIFE students are administered the SIFE questionnaire in their native language, when available, with the assistance of a bilingual translator in order for the ENL staff to gain a greater understanding of the prior literacy exposure the student received. Next, the internet-based LENS is administered to potential SIFE students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish, on an individual basis to assess their early literacy skills, vocabulary, reading comprehension, and math skills in the native language. Based on the information gained, the ENL teachers make a determination as to the student's SIFE status within 30 days of enrollment at the school.

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).

When a student whose home language is one other than English enrolls at our school with an IEP, the Language Proficiency Team (LPT) comprised of Ms. Daiana Bertolini, Assistant Principal; Ms. Francis Brown, SETSS teacher, and Ms. Cassondra Easterling, ENL teacher, the student's parent/guardian convenes to determine the English language development needs of the child. At the meeting, evidence of the student's English language development is presented and evaluated leading to the team's recommendation that the child either take the NYSITELL or not. Students with a recommendation that they should take the NYSITELL do so according to the usual procedure in place for all eligible students. If the LPT recommends that a student should not take the NYSITELL, the recommendation is sent to the principal, Ms. Cornelia Sichenze, for review. If the principal determines that the student should in fact take the NYSITELL, the test is then administered according to the ENL identification process. If the principal agrees with the LPT's recommendation that the child should not take the NYSITELL, the recommendation is then sent to the superintendent for review and a final determination as to if the child should or should not be administered the NYSITELL. The school's ENL staff acts according to the superintendent's decision and parents are notified as to the determination within 3 days.

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.

The NYSITELL is administered within ten days of school admission depending on parental responses on the Home Language Identification Survey (HLIS). The ENL staff Ms. Easterling, Ms. Angelakos, Ms. Poulon, Ms. Zaccone, Ms. Wilkinson, Ms. Maloney and Ms. Rabab ensure all students are tested in a timely manner by cross referencing RADP reports and the Reminder to Administer the

NYSITELL sent weekly to the principal. Once the NYSITELL is administered and scanned, the child's parents are notified of the results through written communication within five days of when the NYSITELL is scanned and the score is determined. If a child scores at the Commanding level on the NYSITELL and is not entitled to ELL services, the ELL staff sends home a letter of non-entitlement in English and in the home language when available (EPIC Form E). If the child scores below the Commanding level on the NYSITELL, he/she is entitled to state-mandated services for ELLs and the ENL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language when available. Entitlement and non-entitlement letters are distributed through the student's mail folders.

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).

Based on a child's NYSITELL score, parents are sent either an entitlement or non-entitlement letter in the native language as well as in English (EPIC Form C or E) within five days of the determination of the child's score. Part of this letter explains that parents have the right or students 18 years old or older to appeal this determination within 45 days of enrollment. Upon receiving a written request a review of ELL determination would commence upon request by a parent, a teacher with the consent of the parent, or a student, if the student is 18 years old or older. Before a change in ELL determination is final, parental/guardian consent, student consent if the student is 18 years or older, and the principal and superintendent's approval are required. The parents and the student have the right to a re-identification process within 45 days of initial enrollment. All records and documentation during this process are in the ELL's cumulative record.

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.

The following structures are in place at P.S. 102 to ensure that parents understand all three language program choices and exercise their right to choose the language program for their child. After a student is identified as an ELL within the first 10 days of school enrollment an Entitlement letter is sent home to parents/guardians of ELLs from the ENL Department and are invited to attend either a school-wide or one on one, as appropriate Parent Orientation. During this informative session, there is a sign-in sheet, the parent orientation video is shown in English and in the available native languages describing the 3 language programs (Transitional Bilingual Education, Dual Language and Freestanding ENL Program). The Parent Survey and Program Selection form, and the ELL Parent Brochure (which describes the three programs and gives important information and ways to participate in their child's education) are distributed in English and the available native languages. During this time, Parent Survey and Selection forms (EPIC Form D) are completed with the help of trained native language translators as necessary. Parents are strongly encouraged to attend the orientation sessions which are offered in the mornings as well as the afternoons. Follow-up phone calls are made to parent/guardians in their native language in order to arrange for one on one appointments, and if necessary, the ENL pedagogues reach out to the parents at dismissal and invite them to the parent coordinator's room with a translator if needed (an in-house translator if available or the translation unit). Within the 10 day timeline of ELL identification, it is the goal of P.S.102 to have all parents make informative educational choices of their child's language program by completing The Parent Survey and Program Selection form by attending one of the parent orientation sessions.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

An invitation to attend an informational session is included as part of the Entitlement letter sent home to parents. Parents of students enrolled at the school in September are invited to attend a Parent Orientation session presented by the ENL pedagogues and parent coordinator held within the first 10 days of school. At the beginning of the meeting there is an agenda and attendance sign-in sheet by grade. The parent orientation video is shown in English as well as native languages and the ELL Parent Brochure is distributed in the parents' native language or in English if requested. Parents of children enrolled at the school throughout the remainder of the year receive an invitation to attend a one-on-one meeting along with their Entitlement Letter. At the one-on-one meeting, the parent orientation video is shown and the ELL Parent Brochure is distributed. At both the Parent Orientation and the one-on-one meetings, Parent Survey and Selection forms are completed with the assistance of trained native language translators as necessary. The ENL staff records all forms as they are returned on the departmental roster. After a Parent Survey and Program Selection form (EPIC Form D) is completed and returned by the parents, the parent preferences are reviewed carefully. However, if the parent chooses a program that is not currently available at the school, the ENL staff will notify the parent and offer the option to keep their child enrolled in the language program that is available at the school, or the parent can decide to transfer their child to attend a school where their program is currently available. Parents are informed that their parent selection choice is recorded on a departmental roster and if there are 15 students of the same language in one or two contiguous grades a bilingual program will be opened. The ELL staff then sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ENL program. For parents who do not attend or complete The Parent Selection Form, the EPIC Form F will be sent home to inform the parents of the default placement-Transitional Bilingual program. Within 20 days of enrollment, responses are also recorded on the ELPC screen. For parents who do not attend an orientation meeting and, or do not complete the Parent Selection Form, their selection of choice of program will be recorded as default (Transitional Bilingual Program) on the departmental roster and the ELPC screen.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Following the Parent Orientation sessions, the ENL staff compiles all Parent Survey and Program Selection forms that have been returned and records them on the departmental roster. At that point, any parents who have not yet returned the Parent Survey and Program Selection form are contacted by the ENL staff with the help of a bilingual translator, as necessary, during dismissal or through follow up phone calls. Parents are then invited in for additional one-on-one informational sessions so that all parents have the opportunity to learn about program options and make an informed decision about the language program selection for their child. After five school days have passed from the date, parents then receive notification of entitlement to ELL services without the parent returning the Parent Survey and Program Selection form, the parent's selection is recorded as default-Transitional Bilingual Program and the child is placed in a bilingual program in the school if one exists at the time. Otherwise the child is placed in an appropriate ENL program. Ms. Easterling and Ms. Angelakos (ENL Coordinators) monitor the departmental parent choice roster and ELPC screen for Parent Survey and Program Selection forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once the parent's first program choice is made, recorded on the ENL master roster, and entered on the ELPC screen in ATS, the ENL department sends parents a program placement letter. This letter is in the parent's preferred language as well as in English and is sent home in the student's communication folder. The placement letter is copied and stored in a file within the ENL department.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Dated and signed copies of the HLIS, the Parent Survey and Selection Forms, Program Placement Letters, Entitlement Letters, as well as Continued Entitlement Letters are kept on file in a locked filing cabinet in the ENL Coordinator's room. Originals of the HLIS as well as the Parent Survey and Selection Forms are kept in each students' cumulative file. Upon request the documentation is available to view by the administration, pedagogues, service providers, the SAT team and ENL pedagogues.
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 teachers in our ELL department strive to make sure that the NYSESLAT is administered to all eligible students as determined on the RLER, cross referenced with the RLAB and the RLAT, in conjunction with the updated ELL roster using all testing protocol each spring. In advance of the test, a workshop is held for parents to familiarize them with the skills that are required on each level of the test. A Title III NYSESLAT Saturday ELL Academy is also held over approximately four to five weeks affording students additional opportunities to become familiar with the unique layout of the questions on the NYSESLAT. The week before the test begins, letters are sent home to all parents/guardians of ELLs detailing the test dates for the NYSESLAT.
- When the Speaking portion of the NYSESLAT begins, ENL teachers test their own students on an individual basis as another ENL teacher trained in using the scoring rubric for that grade band listens and scores responses.
- The written sections of the NYSESLAT, which include the Listening, Reading, and Writing portions, are administered on a small group basis. Teachers are careful to take accurate attendance records against their testing rosters each day during the test so that we are aware of any students who have missed a subtest. Those students are then administered a makeup test before the end of the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- After receiving the results of the NYSESLAT, the ENL department (Ms. Easterling, Ms. Angelakos and ENL pedagogues) records the students' language proficiency and sends Continued Entitlement letters to parents of students who continue to be entitled to ELL services. This letter is sent home in the preferred language of the parent in addition to English in the students' communication folder no later than September 15th. Copies of these letters are stored in the ENL Coordinator's room.
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).
- Program offerings for the current school year are pending the return of Parent Survey and Selection Forms. In past years, we have offered a free-standing ENL Program at our school which is aligned with parental preferences. The overwhelming majority of our ELL parents (approximately 78% in past years) selected the free-standing ENL Program as their first preference. A small number of parents request the TBE or Dual Language models each year and they are usually from different native language backgrounds. Of the students in this year's kindergarten class, 1 Russian parent requested a Dual Language program and the remainder of parents who returned the Parent Selection Form requested ESL as their first choice for their child. Any parents who do not return the form are recorded as opting for a TBE program but we still do not presently have 15 students from the same native language background in two contiguous grades whose parents have opted for the TBE or Dual Language program or have not returned the Parent Survey and Selection form. Although our school community is quite diverse linguistically and multiculturally, our ELL population in the primary grades is predominantly U.S. born. We feel that this often makes an impact on the parental program preferences. Parents often state that their children are exposed to some level of English at home and in the various community-based pre-schools and they want their children to develop their English skills to succeed academically. Among our ELLs, our predominant home languages other than English are Arabic and Spanish. In addition, we are also mindful that some of our families come from different countries and speak

different dialects of Arabic. We pay close attention to trends in the program preferences of all our ELL parents but especially our Arabic-speaking and Spanish-speaking families. As students new to the ELSS enter the school throughout the year, the ENL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ENL option over the past eight years. If parent requests warrant opening a Dual Language or Transitional Bilingual Education program then our school will offer the program based on the requirements listed in the Chancellor's Regulations which states that there must be 15 students with the same native language in one or two contiguous grades.

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.

Our free-standing English as a New Language (ENL) program provides instruction in English with native language supports using research-based strategies known to be effective in accelerating language acquisition. Our ENL teachers use both integrated and stand-alone ENL models in accordance with the mandates established in CR Part 154.2. Entering and Emerging level ELLs receive 180 minutes each of stand-alone and integrated ENL. Transitioning and Expanding level ELLs receive 180 minutes of integrated ENL and Commanding level and former ELLs receive 90 minutes of integrated ENL. Stand-alone ENL groups, consisting only of Entering and Emerging level students, are organized by grade level with most students in groups with only students from their particular grade level. In situations where numbers do not allow grade-specific stand-alone ENL groups, students are placed in groups with other students from only two contiguous grades. Stand-alone ENL classes are taught by certified ENL teachers. Integrated ENL for Entering, Emerging, Transitioning, and Expanding level ELLs is delivered by a content area teacher and a certified ENL teacher in a co-teaching model using ENL strategies to accelerate English language development as well as the development of content area knowledge. Integrated ENL for Commanding level former ELLs is delivered by both a content area teacher and a certified ENL teacher in a co-teaching model, as well as by a dually certified teacher in a cluster setting.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

In accordance with the mandates established in CR Part 154.2, Entering and Emerging level ELLs receive 180 minutes each of stand-alone and integrated ENL for a total of 360 minutes. Transitioning and Expanding level ELLs receive 180 minutes of integrated ENL and Commanding level former ELLs receive 90 minutes of integrated ENL. The ENL teachers ensure their schedules provide the mandated number of minutes in the appropriate instructional setting for each student on their roster.
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.

In the integrated ENL setting, ENL teachers assist classroom teachers in all aspects of the core content delivered in English in the classroom with the addition of ENL specific strategies such as the use of primary language support in the form of bilingual dictionaries, online translations, visual technology including language settings on the computer for research purposes, and peer-to-peer support, visuals, gestures, manipulatives, realia, technology, videos, TPR, increased frequency of specific feedback, language frames, encouraging non-verbal responses and other strategies in a low risk, supportive environment. P.S. 102 uses Pearson's ReadyGen program for English Language Arts (ELA) instruction in kindergarten through fifth grade in the integrated ENL setting. The program provides thematic units of study incorporating authentic, Common Core aligned fiction and nonfiction texts. Throughout the program, students are taught to answer higher-order thinking questions, analyze texts and incorporate text-based evidence to support their views, perform close reading in order to pay particular attention to the language and structures the author

used in writing the text, and integrate information gained from a variety of sources. Since the ReadyGen literacy program is comprehension based, all classroom teachers, with the assistance of ENL teachers in the integrated ENL setting, also utilize guided reading to address the strategies and processes involved in becoming a proficient reader. In guided reading, students are placed in ability groups so teachers can target necessary skills to augment the students' reading abilities. Teachers typically aim to work with each reading group one day per week using appropriately leveled books. In the integrated ENL setting, modified versions of the writing activities provided in the ReadyGen program are utilized to work on the students' ability to produce on demand writing, which is often used on standardized tests. In order to address the writing process, teachers also use the writer's workshop model where students are guided through the process of brainstorming ideas, drafting, revising, editing, and publishing written works. This is paired with individual teacher conferences and peer evaluations using child-friendly or class-generated rubrics. In the integrated ENL setting, ENL teachers are available to help break down the steps in the writing process for those ELLs who may need additional support and modeling.

In kindergarten and first grade, teachers use Reading Reform or Orton-Gillingham methods to teach phonics. Both programs teach the alphabet and the sounds associated with each letter, as well as blends, digraphs, and vowel teams. Spelling rules and syllabication are taught to assist with encoding and decoding. Both programs follow a systematic progression of sounds to be introduced to students so that they are only responsible for what they have been taught. Furthermore, grammar, sentence structure, and English writing conventions are taught through sentence dictation and connected, decodable texts are used to reinforce the sound or pattern taught that day and practice fluency. Upper grade students requiring instruction in reading and writing fundamentals receive such instruction in small group settings such as in stand-alone ENL or AIS or with the ENL teacher in the integrated ENL setting.

Our stand-alone ENL program provides high quality, intensive and consistent English language and content area instruction aligned to the Common Core Learning Standards for Entering and Emerging level students. Stand-alone ENL teachers align ENL instruction to the grade-level literacy curriculum in order to support and reinforce the targeted literacy skills in the classroom. Our goal is to provide a rich language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) while developing language and academic skills in literacy and the content areas so that our ELL students can begin to work independently in the classroom. We strive to expose ELLs to meaningful language and literacy experiences through interactive activities, with a focus on teaching the necessary higher-order thinking skills. In a low-anxiety learning environment, our ELLs are encouraged to take risks and actively participate in scaffolded language-learning so that they become independent learners and achieve grade-level standards in all areas. Additionally, fundamental reading and writing skills are taught in the stand-alone ENL classroom using Orton-Gillingham, Fluency Oriented Reading Instruction (FORI), repeated reading, wide reading, timed reading and other approaches.

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

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

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

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

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

To assess listening and speaking skills, our school focuses on higher order and open-ended questioning as referenced in the Danielson rubric. Students are expected to support their answers with evidence from the text and to support opinions with examples or reasons as appropriate. Students learn how to participate in whole class discussions building upon one another's ideas and using parts of the question in their responses. During daily share time, students present their work and participate in question and answer sessions or other feedback from their peers and teachers.

To assess our ELLs' reading skills, teachers track independent reading levels on a regular basis throughout the year using

running records on leveled texts as well as Fountas and Pinnell. Strategies to respond to text based comprehension questions are modeled and ample opportunities to practice these skills are provided through multiple choice and short response questions. In addition to standardized tests such as the ELL Periodic Assessment, teacher created unit tests and running records monitor reading progress throughout the year.

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

6. How do you differentiate instruction for 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

Based on the revised language of the criteria for determining SIFE status which states that a SIFE student is an Entering or Emerging level ELL enrolling in the ELSS in third through fifth grades with inconsistent or interrupted schooling prior to arrival in the United States supported by documentation from the administration of the SIFE questionnaire and the LENS assessment, it is likely that a significant portion of the upper grade ELLs enrolling at our school will qualify for SIFE status. These students will participate in our stand-alone and integrated ENL classes, or in a bilingual or dual setting if numbers generated from the Parent Selection Form warrant the opening of such a program. SIFE students will be paired with a Learning Leader who shares the same language background for additional academic, language and emotional support. All opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs will be extended to SIFE students.

Newcomer ELLs participate in our freestanding ENL program. They are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting. We make every effort to assign Learning Leaders who share the same native language background as our newcomer ELLs to provide additional academic, language, and emotional support. Classroom teachers in kindergarten through second grade have set up listening centers to give students an opportunity to listen to and follow along with story selections. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by a certified ENL teacher. ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Developing ELLs who are receiving services for four to six years participate in our freestanding ENL program. Students are placed in grade-appropriate groups and receive the mandated number of periods in the appropriate setting, integrated, stand-alone ENL, or a combination of the two models, according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. Classroom teachers have set up listening centers to give students an opportunity to listen to and follow along with story selections providing additional opportunities for ELLs to hear a native speaker reading aloud. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Students are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing skills and providing opportunities to practice for the state exams in a small group setting. Students may be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting. Additionally, our ELL students are provided with the allowable testing accommodations such as the use of glossaries and extra time for the NYS ELA, Math, and content area exams. When appropriate, we also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting.

Long-Term ELLs participate in our freestanding ENL program in a grade-appropriate group geared toward their

proficiency level and receive the mandated number of minutes of ENL instruction. All opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs are extended to Long-Term ELLs.

Former ELLs receive support in the integrated ENL setting for 2 years after reaching proficiency in English as per the NYSESLAT. Service is delivered in a co-teaching or cluster setting.

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.

For students re-identified as ELLs or non-ELLs based on the appeal process, the principal, Ms. Cornelia Sichenze, will review the decision between 6 to 12 months after the date of the superintendent's decision regarding the child's ELL status. At this time, the principal will consult with the child's teachers, the student, as well as the child's parent or guardian to determine if the decision to change the child's ELL status has adversely affected school performance. Formative and summative data, Fountas & Pinnell, DORA (reading level assessments), performance tasks and rubrics, ReadyGen and Go Math assessments, conference and teacher articulation notes are reviewed, if it is determined that there has been an adverse effect, supplemental services will be provided and the determination to change the ELL status may be reversed. If it is decided that the ELL status should be reversed, the principal will consult with the superintendent and then final notification will be given to the child's parent or guardian in the preferred language within 10 calendar days.

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?

Our special education ELLs in self-contained and integrated co-teaching classes participate in our freestanding ENL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction in the appropriate setting, integrated or stand-alone ENL according to their proficiency level determined by the NYSITELL or the NYSESLAT. The ELL teachers have been trained in Orton- Gillingham and utilize this language-based program in order to provide multisensory literacy to students with possible learning disabilities. In addition for all teachers to meet the needs of ELLs, as part of the subparts 154-1&154-2 regulation 15% total hours to ELL-specific PD for all teachers, will be implemented in high quality instructional practices across the curriculum on high quality instructional supports which will be presented by our ENL pedagogues on Professional PD Mondays, half days and full day PD days. In addition, ELL-specific PD can be attended by pedagogues at Citywide PD, ELL Support Team PD and NYCDOE Office of English Language Learners when available. Our ELL Students With Disabilities (SWD) in the self-contained classes use common core aligned grade level appropriate texts with additional scaffolds and supports in place. Classroom teachers have also set up listening centers to give students an opportunity to listen to and follow along with story selections. There are also English Language Learning Centers in each classroom with various hands-on learning kits to encourage language development and reinforce language and phonics skills. Our ELL-SWDs also receive all services and modifications indicated on their IEPs, including speech therapy, occupational therapy, physical therapy, and specified testing accommodations. They may also have a bilingual paraprofessional assigned to them to further assist and support them in their academic work using Smart Board technology (apps), native language content area dictionaries for native language support and glossaries. Students with a bilingual paraprofessional have been placed in a self-contained or ICT class until a bilingual self-contained or ICT program becomes available. Students may participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. In addition, they are invited to attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. ELL-SWDs in the upper grades are also invited to participate in our Title III Saturday ELL Academy later in the school year which focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting. Furthermore, students may be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

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?

Our entire staff strives to ensure that all our students receive a high quality education geared toward their individualized learning needs in the least restrictive environment possible. Our school aligns schedules on each grade to facilitate the use of the Response to Intervention (RTI) structure in our classrooms. Response to Intervention involves the incorporation of research-based instruction and interventions, regular monitoring of progress, and the use of data to make educational decisions. In order to meet the needs of all our students, programming and planning aligns with Universal Design for Learning principles which provide multiple entry points into instruction and learning activities. We are also implementing a Special Education flexible scheduling initiative in grades three through five, when appropriate, in order to provide students access to grade level curriculum in the least restrictive setting possible. With flexible scheduling, when a student's IEP calls for 12:1 instruction in

Chart reading and/or math only, those programs are taught with a special education teacher in a small group environment whereas for the remainder of the day, the students are placed in general education classes for courses without an IEP mandated smaller class size. Our ELLs in grades kindergarten through fifth grade who are placed in special education classes (ICT or self-contained) continue to receive ELL services as well as other services as per their IEPs.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	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.

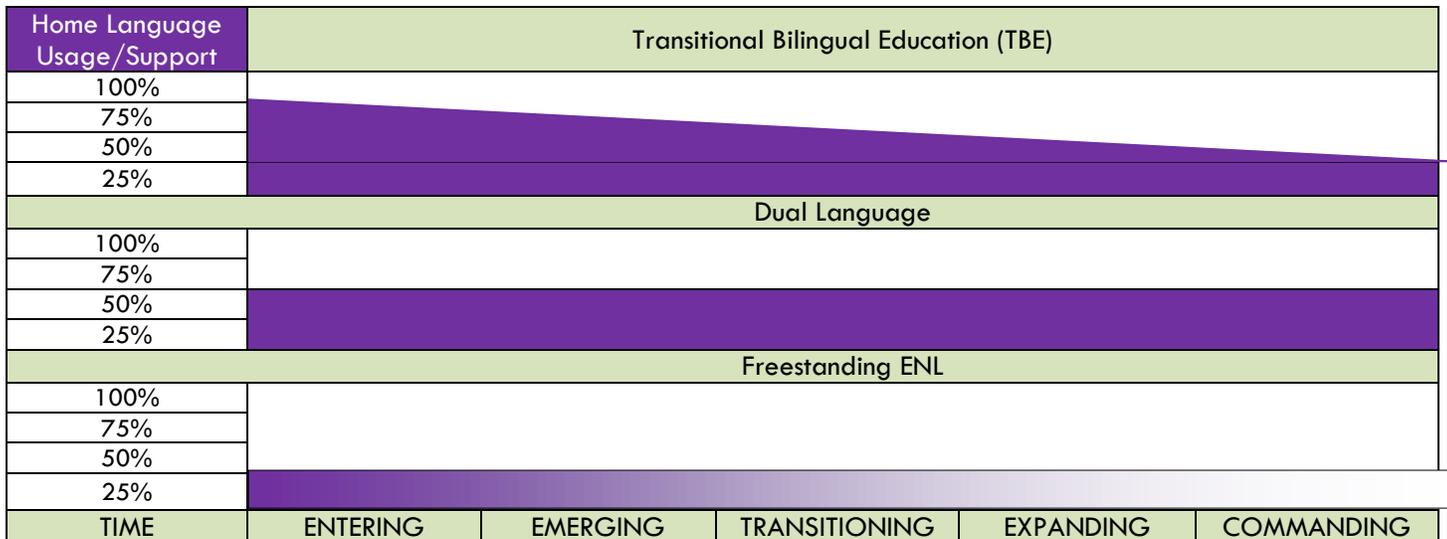


*Note: “other approved services” does not apply to New York City at this time.

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.

There are numerous intervention strategies and programs in place that meet the needs of multiple populations of students. They are designed to provide enrichment to advanced learners as well as support to learners who are experiencing difficulties. The Delta Program is designed for gifted students. Students are tested for admission and challenged with beyond grade-level curriculum in a self-contained format. There are self-contained classrooms that consist of a teacher and 12 students for students with special needs that requires small class size according to their IEP. This small class provides students with the teacher support and intervention that they need depending on their specific disability. P.S. 102 provides this classroom environment for students who require a smaller class to reach academic, social and emotional success. Additionally, in the Integrated Co-Teaching (ICT) classrooms provided at each grade level, students with disabilities are educated alongside age-appropriate peers. This model provides a setting where special education students can receive the same curriculum as the other students at their grade level while still receiving the specialized support of a special education teacher. Still other students receive part-time special education services with a SETSS teacher (Special Education Teacher Support Services) in a small group setting. Academic Intervention Services (AIS) are available for students in all grades who are struggling with reading acquisition. Because of the small-group nature of the classes, AIS teachers are able to group students based on their needs and tailor instruction accordingly to fundamentals or strategies. Tier two and three Response to Intervention (RTI) services are provided in this way. Reading Recovery is provided for struggling first graders. Students are pulled out of the class and receive additional reading support using the Reading Recovery model. First graders go through the Reading Recovery intervention for a specific number of weeks and then teachers evaluate whether the program can be terminated or whether students need to continue with the program. Other services provided within the school include ENL for eligible students whose home language is one other than English as well as speech for students with speech and language disabilities. These services are provided in both integrated and stand-alone settings depending on the needs of the individual students being serviced. Stand-alone services range from targeted small group instruction to one-on-one settings with a specially trained teacher so that students can receive the support they need to develop their language skills.

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

On the 2015 Quality Review, P.S. 102 received a Well Developed rating in regards to Curriculum and the reviewer made a specific mention about the intervention services provided at the school. It was noted that ELLs as well as special education students are required to demonstrate their thinking and that special attention is paid to building language acquisition skills in the early childhood years. It was additionally noted that assessment is used to drive instruction, to identify students in need of additional support, and to ensure that intervention programs are meeting the needs of the students who receive the services. On the 2015 Quality Review, P.S. 102 received a Well Developed in terms of assessment and the reviewer noted that a wide variety of assessments including running records, guided reading notes, formal assessments, and rubrics are used to help create an accurate picture of each child's academic achievement to date and findings are shared with grade level teams in order to discuss observations and refine plans for further support.

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

In order to provide greater access to ENL support for our students and in compliance with the changes to CR Part 154, P.S. 102 is adding 2 full time certified ENL teachers and will additionally be utilizing the expertise of a dually certified cluster teacher to assist in providing 2 years of integrated support to our Commanding level students after they have reached proficiency according to the NYSESLAT.

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

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

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

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

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

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

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

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.

P.S. 102 has mobile laptop stations available on each floor of the school. Students use the laptops to conduct research and type their writing pieces for publication. The computer cluster teacher bases his lessons upon the content the students are learning during their ELA block, which helps to infuse additional technology into the reading and writing curriculum. Furthermore, each classroom has a SmartBoard and teachers typically use videos and other online resources to provide students with additional entry points into the curriculum. In order to share and evaluate student work samples as a class, all classrooms also have document cameras that allow all students in the class to see the actual writing piece a given student is sharing so that ideas, grammar, and conventions can be more clearly noticed and commented upon.

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

In the ENL setting, home language support is delivered through the use of bilingual dictionaries, online translations, visual technology including language settings on the computer for research purposes, peer-to-peer support, bilingual Learning Leaders, and teaching cognates when appropriate.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ENL staff continues to use a variety of materials and resources to provide our ELLs with an engaging, rigorous language learning experience which meets the demands of the Common Core State Standards. Such programs as Rigby's On Our Way to English, Pearson's ReadyGen, and Orton-Gillingham are utilized in creating lessons that support CCSS and current skills/themes in the classrooms. Additionally, the ENL teachers make use of class-generated charts to be used as references for writing, explicit vocabulary cards posted in classroom that reflect content area vocabulary, sentence frames, writing prompts, speaking prompts, big books to model explicit reading skills, short video clips to scaffold vocabulary or specific content area knowledge, large photos used for academic language development in speaking and writing, as well as graphic organizers to model writing tasks and reading comprehension.

Technology is used to augment our ELLs' exposure to content based language. The technology cluster teacher uses the Award computer-based program on the SmartBoard exposing kindergarten students to interactive phonics lessons.

In order to expose our ELLs to the types of questions they will be presented with on the NYSESLAT, ELA, and state Math test, new materials are used in After School and Saturday Academy programs focusing on such skills as response to graphic information, listening for academic content, language arts, math, social studies, and science themes.

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).

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

19. What language electives are offered to ELLs?

N/A

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)?

N/A

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.)

Professional Development (PD) at P.S. 102 takes place on Mondays from 2:40-4:00pm during the time mandated by the New York City Department of Education. PD is planned by a committee that includes the principal, the upper grade literacy coach, the UFT representative, 4 lower grade classroom teachers, and 2 upper grade classroom teachers.

Topics of PDs vary throughout the year based on school needs and teacher interests, but topics included during the 2014-2015 school year included the Danielson Competencies, homework policies, pacing calendars for literacy and math, procedures for administering math performance tasks, subgrouping for ELA and Math instruction, and how to present STEM (Science, Technology, Engineering, and Math) lessons. Other topics included backward planning, using free online educational resources, collaborative unit planning, special meetings for first year teachers, guided reading, taking running records, and conferencing. Yet other PD topics included designing and using student-friendly rubrics, using the DOE Translation and Interpretation Unit to assist with parent meetings, NYSESLAT skills and data, and writing quality IEPs.

Long-term PD was provided for ENL, speech, AIS, and special education teachers in the Orton-Gillingham method. 30 hours of training was provided by an outside consultant. The PD was followed by three days of in-classroom support provided by the consultant for the teachers who had received the training. Similarly, a year-long in-classroom professional development program was provided for several kindergarten teachers in the Reading Reform program to prepare the teachers for the early literacy needs of their students, including ELLs.

The Professional Development Committee of P.S 102 meets monthly to map out the Professional Development Workshops for the following month. As part of the monthly mapping for Professional Workshops on Mondays from 2:40-4:00pm, 15% total hours will be implemented as per the Subparts 154-1 & 154-2 adopted regulation for ELL-specific PD for all teachers throughout the 2015-2016 school year. The ENL Department will provide a list of workshop topics and then confer with the The Professional Development Committee as to which workshops will best support the needs of the pedagogues. The following topics listed by the ENL Department, but not limited to: Part 154-2 English as a New Language Units of Study and Progression Levels, Language Acquisition, Best Practices for Co-Teaching, Strategies and Integrating Language Instruction for English Language Learners, Distinguishing Language Acquisition from Learning Disabilities, Performance Level Descriptions for Listening /Speaking/Reading/Writing, in addition to ongoing workshops attended at Brooklyn South Support which will be turn-keyed to support the school pedagogues during Professional Development in order to meet the needs of our diverse population of ELLs.

In addition as per the new Sub-parts 154-1 & 154-2 ENL teachers will clock in 50% of ENL related Professional Development for the 2015-2016 school year: Professional Development Workshops on Mondays will include, but will not be limited to: study groups on researched-based articles, turn key information by ENL pedagogue(s) who attended Professional Development Workshops through Brooklyn South Support. In addition ENL pedagogues will also fill these ELL-specific PD requirements by attending: The UFT Professional Development Center, ENL conferences, The Office of ELLs, ENL seminars, in addition to online ENL professional development courses.

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?

ENL teachers participate in PD organized by the Office of English Language Learners and Brooklyn South ELL Support Team Workshops in order to support their work in engaging ELLs with the CCLS. Additional PD is offered in-house by ENL teachers who have participated in an outside PD program, such as Ms. Cassandra Easterling who is pursuing a second masters as a Literacy Specialist with a specialization in concerns for ELLs. PD specific to ENL teachers is turn-keyed during the Monday PD sessions mandated by the NYC DOE as well as during ENL team meetings held during the teachers' professional periods. ENL teachers who attend valuable workshops through outside organizations or the Office of English Language Learners also present relevant information to classroom teachers to support their work in assisting ELLs as they learn within the CCLS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

translatable in several major languages.

Our school also welcomes opportunities to support and collaborate with the middle schools in our area. Our former students from the nearby middle schools often return to our school to perform community service.

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.

Professional Development at P.S. 102 is coordinated to ensure ELL-specific topics including using the DOE Translation and Interpretation service, ELL specific instructional strategies including using Sheltered Instruction Observation Protocol (SIOP) techniques in the classroom, the eligibility procedure for ELLs, NYSESLAT testing requirements, and other topics are presented totaling 15% of the total PD hours for all teachers. ENL teachers receive additional Professional Development provided by the Office of English Language Learners and relevant topics are then presented to the school community in Monday PD sessions. Additionally, new ENL teachers participate in an extended mentoring program beyond the one year mandated by the NYC DOE with Ms. Cassandra Easterling, one of the senior ENL teachers and a co-coordinator for the ENL department. Ms. Easterling is additionally pursuing a second masters at New York University as a Literacy Specialist with a concentration in concerns for ELLs. Ms. Easterling presents information learned during the program to her fellow ENL teachers during Monday PD sessions and also during the department's common planning time, which takes place during the ENL teachers' professional period. ELL-specific topics make up 50% of the PD ENL teachers receive throughout the year and attendance records of all PDs as well as agendas are kept on file.

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?

During the DOE provided time on Tuesdays for Parent Engagement, ENL teachers, Ms. Easterling, Ms. Angelakos, Ms. Poulon, Ms. Zaccone, Ms. Wilkinson, Ms. Rabab, and Ms. Maloney organize individual parent meetings to discuss the goals of the ENL program, progress in language development, assessment results, as well as progress in the content areas for integrated ENL settings. Translation, when needed, is arranged through the DOE's Translation and Interpretation unit or with the assistance of a bilingual paraprofessional if available. Meeting notes are recorded and retained by the ENL teacher in a binder using department-created forms. ENL teachers record the content discussed during the meeting as well as any agreed upon next steps. Invitations to individual parent meetings are sent home in the native language as well as in English in the students' message folders.

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.

Records of annual individual meetings are kept on school-created forms in binders by each individual ENL teacher: Ms. Easterling, Ms. Angelakos, Ms. Poulon, Ms. Zaccone, Ms. Wilkinson, Ms. Rabab and Ms. Maloney. The forms indicate whether meetings were conducted in person or over the phone and also have space to record the topics discussed as well as next steps.

Our school evaluates the needs of our parents in several ways. The school administration reviews the parental responses to the annual Learning Environment Survey, which is issued in the family's native language, and addresses any specific needs. Our parent coordinator conducts periodic surveys to find out which topics are of interest to parents for informative workshops, such as grade level expectations or strategies to improve a child's reading skills at home, or if they have any specific concerns related to the school. Attendance at parent meetings and school events is monitored to check for trends in interest. Technology aids in the sharing of information with families of ELLs utilizing the P.S.102 website, which can be translated into a family's native language by simply clicking a link on the page. In addition, translation is provided in person for school visits thanks to bilingual staff members and bilingual parent volunteers who are available to ensure all families feel comfortable and have the opportunity to engage in all activities.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator Ms. Margaret Sheri is a valuable member of our school community. She maintains a list of second language resources, tutors, and volunteer interpreters and translators. She also maintains the parent information board and table. She coordinates the P.S. 102 Parent Library that includes many bilingual books, organizes parent workshops, works with the PTA and school staff on monthly school spirit events, and collaborates on special events such as the Ragamuffin parade, the annual Beach Clean-Up, TV Turnoff Week, Garden Club, Family Sports Nights, Movie Nights, and Ice Skating Nights. Ms. Sheri is also runs an ENL class for parents from October through May which focuses on developing conversational skills. Ms. Sheri also coordinates the P.S. 102 website which offers a great deal of information including an updated calendar, events, and translated parent guides.

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

Because we strongly feel that parental involvement has a major impact on student performance and achievement, our school evaluates the needs of our parents in different ways. The school administration reviews the parental responses to the annual Learning Environment Survey, which is issued in the family's native language, and addresses any specific needs. Our parent coordinator conducts periodic surveys to find out which topics are of interest to parents for informative workshops, such as grade level expectations or strategies to improve a child's reading skills at home, or if they have any specific concerns related to the school. Attendance at parent meetings and school events is monitored to check for trends in interest. We also request feedback from classroom teachers, guidance counselors, school secretaries and other staff members regarding parental concerns to resolve any problems and find ways to enhance communication between the school and home settings. Technology aids in the sharing of information with families of ELLs utilizing the P.S.102 website, which can be translated into a family's native language by simply clicking a link on the page. In addition, translation is provided in person for school visits thanks to bilingual staff members and parent volunteers who are available to ensure all families feel comfortable and have the opportunity to engage in all activities.

6. How do your parental involvement activities address the needs of the parents?

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

The PTA at P.S.102 is active and encourages the participation of all parents regardless of language background. They strive to provide many opportunities for participation so that all interested parents can find a way to get involved. The social needs of the parents of ELLs are addressed as they are welcomed as participants in their children's education through family activities arranged by the PTA, the Learning Leaders program coordinated by the Parent Coordinator, and other volunteer opportunities organized by the Parent Coordinator.

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.

N/A

School Name: The Bayview **School DBN:** 20K102

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)
Cornelia Sichenze	Principal		10/30/2015
Daiana Bertolini	Assistant Principal		10/30/2015
Margaret Sheri	Parent Coordinator		10/30/2015
Cassandra Easterling ENL	ENL/Bilingual Teacher		10/30/2015
Nisham Pierre-Louis	Parent		10/30/2015
Janine Manfredi, ENL	Teacher/Subject Area		10/30/2015
Katherine Angelakos, ENL	Teacher/Subject Area		10/30/2015
Marianne Fletcher	Coach		10/30/2015
	Coach		
	School Counselor		
Karina Costantino	Superintendent		10/30/2015
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K102** School Name: **The Bay View School**
Superintendent: **Ms.**

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.

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

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

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

After reviewing the responses on the Home Language Identification Survey, our findings reveal that the majority of parents who requested translation indicated a need for Spanish, Arabic or Chinese

translation. A smaller number of parents requested Slovak, Ukrainian, Greek, Korean, Bengali, Polish, Russian, or Urdu translation.

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.)

Communication with any families whose preferred language is one other than English is important to the teachers and staff at P.S.102 and so translation is arranged for all documents sent home including the School Discipline Code, information regarding grade expectations, monthly calendars, newsletters, announcements for Parent Teacher Conferences, invitations to individual conferences for ELLs, notices about testing dates, notices related to meetings for special education and related services, invitations to after-school and Saturday Academy programs, notices for parent workshops, class trip permission slips, in addition to all critical ELL documents, such as the Parent Survey and Selection form and the Placement form. Additionally, our school's website contains valuable information for parents and is automatically translated into many languages and an automated phone message service makes weekly calls to families in their preferred language to alert families as to important events and dates during the upcoming week.

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.

Translation, either through the NYC DOE's Translation and Interpretation Unit or through bilingual paraprofessionals and staff members, will be utilized at all face-to-face meetings with any parents or guardians who require or request such services. For example, translation will be provided during the Meet the Staff Parent Conference on September 17 from 5-8pm, the fall and spring parent-teacher conferences, as well as the end of the year conferences. Additionally, translation will be provided at the ELL Parent Orientation, during registration, open school week from November 16-20, parent workshops, and all individual conferences with parents.

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.

All documents will be submitted to the NYC DOE's Translation and Interpretation Unit in advance of the date they must be distributed as to allow ample time for translation to occur.

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.

All in-person translation will be provided through a combination of on-site bilingual paraprofessionals and other staff members and the NYC DOE's Translation and Interpretation Unit.

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.)

Workshops are held on an annual basis to inform teachers and other staff members how to utilize the NYC DOE's Translation and Interpretation Unit's over-the-phone services for conferences with parents. Additionally we distribute the over-the-phone card to all staff members as a reminder of how to access translation services.

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 displayed at the entrance to the school. The Parents' Bill of Rights is distributed in the Students' Communication Folders in September in English as well the 9 other available home languages. The Parents' Guide to Language Access is distributed in English as well as the available home languages at registration and during ELL Parent Orientation Meetings. Additionally, the Information for Parents brochure is distributed during the Meet the Staff Parent Concurrence at the beginning of the year as well as at all Parent-Teacher Conferences. The Language ID Guide is available at the security desk as well as in the main office.

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)

Each year the Parent Coordinator distributes a survey to parents where they are requested to indicate their language of preference so that translated communication for the year can be coordinated. The Parent Coordinator works closely with the families at the school and is always open to feedback and suggestions regarding improved availability of translation. The school then receives additional feedback from the School Learning Environment Survey as to the quality and availability of translation services.