

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**04M102**

**School Name:**

**P.S. 102 JACQUES CARTIER**

**Principal:**

**JULIE MULLAN**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Jacques Cartier School School Number (DBN): 04M102  
Grades Served: Pre-Kindergarten – 5<sup>th</sup> Grade  
School Address: 315 E. 113rd Street, New York, NY 10029  
Phone Number: 212-860-5834 Fax: 212-860-6076  
School Contact Person: Craig Pinckney-Lowe Email Address: Cpinckn2@schools.nyc.gov  
Principal: Craig Pinckney-Lowe  
UFT Chapter Leader: Lisa Ortiz  
Parents' Association President: Xiomara Castro  
SLT Chairperson: Xiomara Castro  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Xiomara Castro  
Student Representative(s):

**District Information**

District: 04 Superintendent: Ms. Alexandra Estrella  
Superintendent's Office Address: 160 East 120<sup>th</sup> Street, 4<sup>th</sup> Floor, New York, NY 10035  
Superintendent's Email Address: Aestrel3@schools.nyc.gov  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

## 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<br>(Blue Ink) |
|-----------------------------|---|-------------------------|
| Craig Pinckney-Lowe         | *Principal or Designee  |                         |
| Lisa Ortiz                  | *UFT Chapter Leader or Designee   |                         |
| Xiomara Castro              | *PA/PTA President or Designated Co-President  |                         |
| Irene Garcia                | DC 37 Representative (staff), if applicable   |                         |
| Xiomara Castro              | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                             | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                             | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                             | CBO Representative, if applicable   |                         |
| Ruth Thomas                 | Member/ Teacher   |                         |
| Alana Guglielmo-Hearns      | Member/Parent   |                         |
| Cindy Wagner                | Member/ Parent  |                         |
| Nadellnee Clermont-Valcourt | Member/ Parent  |                         |
|                             | Member/ Parent  |                         |
|                             | Member/ Teacher   |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | 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.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> 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 – Jacques Cartier School – is a small elementary school, housing Grades Pre-Kindergarten through five, located in East Harlem. We are a culturally diverse Title I school. We center our work around the following four core beliefs to ensure our students are prepared for their next steps in education and in life:

1. Every child has the capacity to learn, grow, and be successful;
2. Every adult is a valuable teacher and learner in our community;
3. Every child should feel safe and supported; and
4. Every family has value and is valuable to our community.

P.S. 102 is also academically diverse, with special education, gifted and talented, and general education classes in our building. We take advantage of this diversity and ensure that our students collaborate as much as possible across classes. Our goal is that each member of our community can value one another's strengths, and support one another with overcoming challenges. All of our students benefit from a tight-knit community of educators and families.

Some of our partnerships include Rosie's Theater Kids (a theater program that works with 5<sup>th</sup> graders on a musical production, and exposes them to Broadway musical theater); Union Settlement (through which we get Intergenerational Tutors for struggling readers; and Photos and Me – a investigative after school program that supports English Language Learners with language acquisition and foundational literacy skills), Pet Therapy (an academic intervention that builds reading confidence); and Education in Dance (a collaboration that supports our Special Education students with academic, physical and social growth).

The area in which we have made the most progress in the Framework for Great Schools is in building Strong Family-Community Ties. Our key areas of focus in the Framework for Great Schools are Rigorous Instruction, Collaborative Teachers, Supportive Environment and Effective School Leadership.

### 04M102 School Information Sheet

| School Configuration (2014-15)                                  |                      |                  |   |   |
|---|----------------------|------------------|---|---|
| Grade Configuration   | PK,0K,01,02,03,04,05 | Total Enrollment | 319   | SIG Recipient                                 |
|   |                      |                  |   | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |                      |                  |   |   |
| # Transitional Bilingual  | N/A                  | # Dual Language  | N/A   | # Self-Contained English as a Second Language |
|   |                      |                  |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |                      |                  |   |   |
| # Special Classes   | N/A                  | # SETSS          | N/A   | # Integrated Collaborative Teaching           |
|   |                      |                  |   | N/A   |
| Types and Number of Special Classes (2014-15)                   |                      |                  |   |   |
| # Visual Arts   | N/A                  | # Music          | N/A   | # Drama                                       |
| # Foreign Language  | N/A                  | # Dance          | N/A   | # CTE   |
|   |                      |                  |   | N/A   |
| School Composition (2013-14)                                    |                      |                  |   |   |
| % Title I Population  |                      | 84.8%            | % Attendance Rate                               | 90.7%   |
| % Free Lunch  |                      | 84.5%            | % Reduced Lunch                                 | 3.2%  |
| % Limited English Proficient                                    |                      | 12.3%            | % Students with Disabilities                    | 31.6%   |
| Racial/Ethnic Origin (2013-14)                                  |                      |                  |   |   |
| % American Indian or Alaska Native                              |                      | 0.9%             | % Black or African American                     | 28.1%   |
| % Hispanic or Latino  |                      | 61.2%            | % Asian or Native Hawaiian/Pacific Islander     | 5.4%  |
| % White   |                      | 3.2%             | % Multi-Racial                                  | 0.3%  |
| Personnel (2014-15)   |                      |                  |   |   |
| Years Principal Assigned to School (2014-15)                    |                      | 1.16             | # of Assistant Principals (2014-15)             | 1   |
| # 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)       | 2.7%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      |                      | 0.7%             | Average Teacher Absences (2013-14)              | 6.8   |
| Student Performance for Elementary and Middle Schools (2013-14) |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | 4.8%             | Mathematics Performance at levels 3 & 4         | 7.3%  |
| Science Performance at levels 3 & 4 (4th Grade)                 |                      | 82.4%            | 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                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| 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   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Accountability Status – High Schools                            |                      |                  |   |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | N/A   |
| Hispanic or Latino  |                      | N/A              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | N/A              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | N/A              |   |   |

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- Teachers and administration have worked to augment the literacy curricula to meet the demands of the standards more closely
  - Student proficiency level on the 2014 NYS English Language Arts assessment was 4.8%
  - Student proficiency level on the 2014 NYS Math assessment was 7.3%
  - The 2015 Quality Review found that, while the school has begun the process of augmenting units of study to address some gaps in student understanding, academic tasks are not differentiated consistently across classrooms to reflect the diverse needs of students, including English Language Learners and Students with Disabilities. Additionally, the Quality Review found that students were not provided consistently with multiple entry points into the curricula that would engage the full range of students in our 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–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, all teachers will utilize the results of interim assessments to make adjustments to the literacy curriculum that provide multiple entry points into lessons and differentiates instruction to meet the needs of our school’s diverse learners. This will result in a 15% increase of students on grade level in reading and writing (as compared to baseline assessments) across all grades, as well as a 15% increase in students scoring at or above proficiency (Level 3 & 4) on the NYS ELA test in grades 3-5.

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Administration will clearly define an assessment schedule to monitor progress in reading (utilizing Fountas and Pinnel as reading assessment) and writing (utilizing Teachers College Reading Progressions as writing assessment) , as well as benchmarks to show where students should be at key times of the year to be on track to proficiency  | All Teachers                                     | Sept - Nov  | Administration; Coach  |
| Teachers will work in teams to look at student work/assessments to learn what students do well as readers and writers, and to surface gaps in understanding, and use their findings to adjust lessons and activities to bridge the gaps they find, as well as to differentiate for our diverse learning community, including English Language Learners and Students with Disabilities  | All Teachers                                     | Sept - June   | Teacher teams  |
| Teachers will engage in professional development/workshops with Teachers College to support augmenting the writing curriculum to more closely align with the standards, as well as to learn additional writing strategies to engage a range of students, including English Language Learners and Students with Disabilities.   | All teachers                                     | Sept - Feb  | Teachers   |
| Administration and teachers will provide families with workshops that guide them in how to support their children in reading and writing, including the importance of conversation in building strong literacy skills  | All Teachers, Administration and Coaches         | Dec - June  | Teacher teams, administrators  |

#### **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.

- We will utilize teacher leaders working with coaches and administration to plan professional development that engages teachers in this work.
- We will set aside resources specifically to support teacher inter-visitation and debrief time to share feedback that supports strengthening formative assessment throughout instruction.

- We will devote both grade meeting and PD time to look at student work to 1) determine student strengths and needs, 2) to assess the extent to which tasks address those strengths and needs, and 3) to measure the progress of students as a result of this work.

**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 |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

### Part 5 – Progress Monitoring

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

November, 2015: Teachers, coaches and administration will be know the literacy assessment calendar, the assessment tools we will utilize to assess our students in literacy, and the benchmark goals that tell us if students are on track to meet grade level proficiency.

February, 2016: Administration and teacher teams will look at Fountas and Pinnel reading levels and the results of on-demand writing tasks assessed with the Teachers College Writing Progressions rubrics to assess mid-year progress toward our literacy goals.

**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**

|   |
|---|
| <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |
| <ul style="list-style-type: none"> <li>School survey revealed that 83% of responses were positive for safety questions, which is below the citywide average; particularly,</li> </ul>   |
| <ul style="list-style-type: none"> <li>The quality review found the school was beginning to communicate high expectations to students and families, although some families felt better informed than others.</li> </ul>   |

**Part 2 – Annual Goal**

|  |
|--|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>  |
| <p>By June 2016, all members of the school community will learn and utilize Positive Behavior Supports and Interventions (PBIS) that will encourage students’ successful academic and personal behaviors, and result in 75% of students being officially recognized for demonstrating positive behaviors, as well as a 15 point increase in the school’s Supportive Environment score as measured by the Framework for Great Schools Report.</p> |

**Part 3 – Action Plan**

| <p><b>Activities/Strategies:</b> 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"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Teachers and administration will work with PBIS coach to draft clear expectations of the positive behaviors that successful students exhibit.</p>   | <p>Teachers</p>  | <p>November 2014 – June 2015</p>                                  | <p>PBIS Teacher team, administration</p>   |

|   |  |  |  |
|---|--|--|--|
| Teacher team will refine positive behavior expectations, draft lessons to introduce these behavioral expectations to students, and brainstorm workshop ideas to introduce these behavioral expectations to families; PBIS teacher team and administration will introduce the PBIS behavioral expectations to the entire staff, along with strategies to support students' success with the expectations   | Staff, students, families                    | July 2015-September 2015                   | PBIS teacher team, parent coordinator, administration  |
| Teachers will teach students the expected positive behaviors; parent coordinator and administration will deliver workshops to introduce the PBIS to families<br><br>As needed, teachers will re-teach particular components of the system to students to support them to consistently demonstrate positive behaviors  | Teachers; parent coordinator, administration | September 2015<br><br>Oct 2015 - June 2016 | Teachers; parent coordinator, administration   |
| With the support of administration, the PBIS coach, and the PBIS team, staff will work with students and families to ensure students successfully demonstrate the expected positive behavioral expectations throughout the school year;<br><br>PBIS team with administration will monitor the effectiveness of the PBIS structure (through teacher feedback sessions, student feedback sessions [grades 3-5], analysis of OORS incident reports, and team walk-throughs) , and adjust practices as needed.<br><br>PBIS team will plan assemblies/celebrations with students and families to celebrate those students who consistently demonstrate the expected behaviors, as well as those who show growth/improvement in displaying these behaviors. | Staff, students, families                    | September 2015- June 2016                  | PBIS team, administration, PBIS coach<br><br>Teachers, students, administration<br><br>PBIS team, administration, teachers, students |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <b>Part 4a.</b> 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"> <li>• PBIS team will have regularly scheduled time for meetings to assess and modify implementation of the PBIS structure.</li> <li>• A continued collaboration with the District 75 PBIS coach will support this work</li> <li>• Administration will allocate resources (funds, time in schedule) for regular celebrations and rewards</li> </ul> |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |

|   |          |  |                                   |  |            |   |                     |  |                      |   |                         |
|---|----------|--|-----------------------------------|--|------------|---|---------------------|--|----------------------|---|-------------------------|
| X | Tax Levy |  | Title I SWP                       |  | Title I TA |   | Title II,<br>Part A |  | Title III,<br>Part A |   | Title III,<br>Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    | X | PTA Funded          |  | In Kind              | X | Other                   |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> 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.</p>  |
| <p>November 2015; February 2016; April 2016 – review of student incident rates; teacher, student and family feedback on the effectiveness of the PBIS initiative</p> <p>February, 2016 - reviewing the percentage of students who have gotten official recognition for positive behavior or improvement in behavior. A comparison of the number of OORS incident reports as compared to the same period last year</p> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |

## 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.
- School schedule is set so that teachers in grade bands have common planning time at least three times per week.
  - The school survey revealed that teachers felt the need for increased professional development to improve their practice; this was corroborated by a school-generated survey to teachers
  - The quality review found that teacher teams have begun to articulate how they implement structured professional collaborations using protocols to strengthen teacher practice.

### **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, all grade level teacher teams will engage in cycles of inquiry in which they use protocols to look at student work, and use their findings to inform adjustments to lesson plans and instructional practices. This will result in teachers' unit and lesson plans demonstrating increased use of differentiated strategies for diverse learners.

### **Part 3 – Action Plan**

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Develop a school-wide Professional Learning plan that ensures teachers engage in 5-7 week cycles of learning.  | PD team  | June (20-15) – Sept 2015                            | PD team  |
| <p>The PD team will introduce a revised template for teacher teams to utilize in documenting their team meetings, as well as reintroduce the modified problem of practice protocol used in the previous school year</p> <p>Administration will support facilitators (i.e. grade team leaders) of teacher teams through feedback and planning support</p>   | <p>Teachers</p> <p>Teacher Facilitators</p>      | <p>Sept – Nov, 2015</p> <p>Nov 2015 - June 2016</p> | Administration, facilitators   |
| <p>Teacher team facilitators will support teachers as they engage in looking and student work/data.</p> <p>Teams will utilize Google Drive to maintain agendas, notes and supporting documents for all meetings; administration will monitor progress of meetings through the shared document deck on Google Drive</p>   | All Teachers                                     | <p>Sept – June</p> <p>Nov 2015 - June 2016</p>      | Teacher teams, facilitators  |
| Administration will support teachers in building a culture that supports and promotes professional learning (i.e. teacher intervisitation, inquiry, etc. )   | All teachers                                     | Sept - June   | Teacher teams, admin, facilitators   |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |
| <ul style="list-style-type: none"> <li>• Administration will invest in a variety of professional books that support the instructional vision of the school.</li> <li>• Administration will allocate both grade meeting and PD time to support consistent team meeting time</li> </ul> |

Per-Session will be allocated to support professional learning activities

**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 |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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

Administration will monitor progress through the utilization of Google Drive. By February, 2016, all grade level teacher teams should have completed 2 inquiry cycles utilizing the problem of practice protocol.

**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.

Both the Quality Review and the PPO found that there were inconsistencies in the level of differentiation demonstrated in the pedagogical practices in the school.

The PPO also recommended that cycles of feedback to teachers to support their growth be done more frequently and consistently.

### **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 May, 2016, administration will have completed at least four cycles of feedback to teachers that will increased coherence of effective and highly effective pedagogical practice across the school as measured by increased effective and highly effective teacher ratings in Advance.

### **Part 3 – Action Plan**

|   |  |   |  |
|---|--|---|--|
| <p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| Administration will set time frames for observation cycles  | Teachers   | Sept 2015 - June 2016   | Administration   |
| Administration will conduct both formal and informal rounds of observations for teachers, and provide feedback outlining strengths, challenges and next steps   | Teachers   | Sept 2015 - June 2016   | Administration   |
| Based on administrative findings and conversations with teachers, administration will work with teachers and the coach to provide supports and strategies that support teachers in demonstrating effective and highly effective pedagogical practices.  | Teachers   | Sept 2015 - June 2016   | Administration, coach, teachers  |
|   |  |   |  |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |   |            |  |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|---|------------|--|------------------|--|-------------------|--|----------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |          |   |                                |   |            |  |                  |  |                   |  |                      |
| Administration will allocate time in schedule for feedback conversations, inter-visitations and professional development   |          |   |                                |   |            |  |                  |  |                   |  |                      |
| Funds will be allocated for professional development   |          |   |                                |   |            |  |                  |  |                   |  |                      |
| Funds will be allocated for teacher coverage   |          |   |                                |   |            |  |                  |  |                   |  |                      |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |          |   |                                |   |            |  |                  |  |                   |  |                      |
| X  | Tax Levy | X | Title I SWP                    | X | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |   | 21 <sup>st</sup> Century Grant |   | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <p><b>Part 5a.</b> 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.</p> |
|--|

By February, 2016, the Advance system will show two - three cycles of observations completed for all 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.

An informal teacher survey revealed the need to strengthen communication between administration and teachers, and among teachers, in order to strengthen teacher voice and influence in school leadership

The Quality Review stated that some families felt they received more consistent communication than others from teachers

### 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, school leaders will have increased the frequency of outreach to families and staff by implementing systems and structures that improve communication between and among the various constituencies of the school community (teachers, support staff, families, students). This will result in a 15% increase in the percentage of positive responses on the Effective School Leadership category of the School Survey.

### Part 3 – Action Plan

| <p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>                              | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|---|---|--|
| <p>Administration will conduct a needs assessment around the communication needs of the various school constituencies</p>  | <p>Administration, Teachers, Paraprofessionals, other support staff, families, students</p> | <p>June 2015-September 2015</p>                                   | <p>Administration, Support Staff, Teacher Leaders, Family and Student Representatives</p>                        |
| <p>Based on feedback from various constituencies, administration will adopt/adapt systems and structures (use of Google Drive and email for swifter communication with staff; school messenger, email blast and large posted announcements for families) that ensure communications to the various constituencies is both clear and timely.</p>  | <p>School staff, families, students</p>   | <p>July 2015 – June 2016</p>                                      | <p>Administration, Parent Coordinator, Teachers</p>  |
| <p>Administration, the parent coordinator and teachers will conduct mini-labs and workshops for parents to support them in helping their children meet grade level standards at home.</p>  | <p>Families, students</p>   | <p>Nov 2015- June 2016</p>  | <p>Administration, Parent Coordinator, Teacher Leaders</p>   |
| <p>Administration will adjust/modify communication systems and structures based on regular intervals of feedback from the various constituencies.</p>  | <p>Administration, Teachers, Paraprofessionals, other support staff, families, students</p> | <p>September 2015 – June 2016</p>                                 | <p>Administration, Teacher Leaders, Parent Coordinator</p>   |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |
| <ul style="list-style-type: none"> <li>• Time set aside for feedback between the various school constituencies and administration on the effectiveness of the changes in communication.</li> <li>• Funds set aside for increased communication to families</li> <li>• Funds set aside for planning for workshops/activities for families</li> </ul> |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>   |

|   |          |   |                                   |   |            |  |                     |   |                      |  |                         |
|---|----------|---|-----------------------------------|---|------------|--|---------------------|---|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP                       | X | Title I TA |  | Title II,<br>Part A | X | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century<br>Grant |   | SIG/SIF    |  | PTA Funded          |   | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> 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.</p> <p>Monthly check in with Teachers, Paraprofessionals and Support Staff to request feedback concerning the extent to which adjustments made to communication have been effective.</p> <p>November 2015; January 2016; March 2016; May 2016 – Benchmark times to formally request feedback from family and student representatives concerning the extent to which adjustments made to communication have been effective.</p> <p>February 2016 - at least 3 workshops will have been conducted by teachers to support families in working with students at home</p> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |

**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.)  |
|---|---|---|---|--|
| <b>English Language Arts (ELA)</b>                                | <p>Students scoring a Level 1 on NYS ELA (Grades 3-5)</p> <p>Students who are more than one year behind on Fountas and Pinnel Reading Levels (Grades K - 5)</p> <p>Teacher referral</p> | <ul style="list-style-type: none"> <li>- Fountas and Pinnel Intervention System</li> <li>- Double-dose of Foundations Phonemic awareness system (K-2)</li> <li>- Wilson Reading Intervention (3-5)</li> <li>- Reading Recovery (Grade 1)</li> <li>- Text Preview (2-5)</li> </ul> | <ul style="list-style-type: none"> <li>- Small group</li> <li>- One to One</li> </ul> | <ul style="list-style-type: none"> <li>- Rtl period - daily</li> <li>- In-Class during school</li> <li>- Pull out during school day</li> </ul> |
| <b>Mathematics</b>  | <p>Students scoring Level 1 on NYS Math (Grades 3-5)</p> <p>Students who are struggle with the grade level foundational concepts</p> <p>Teacher referral</p>                            | <ul style="list-style-type: none"> <li>- Reteach strategies (GoMath)</li> <li>-</li> </ul>  | <ul style="list-style-type: none"> <li>- Small group</li> <li>- One to one</li> </ul> | <ul style="list-style-type: none"> <li>- Math block</li> <li>- Pull out during school day</li> </ul>   |
| <b>Science</b>  |   |   |   |  |
| <b>Social Studies</b>   |   |   |   |  |
| <b>At-risk services (e.g. provided by the Guidance Counselor,</b> | - Teacher anecdotes   | - Counsel pick-up and check in  | <ul style="list-style-type: none"> <li>- Small group</li> <li>- One to one</li> </ul> | - Pull out during school day   |

|  |   |  |  |   |
|--|---|--|--|---|
| <i>School Psychologist,<br/>Social Worker, etc.)</i> | <ul style="list-style-type: none"> <li>- Parent referral or request</li> <li>- OORS incident report analysis</li> </ul> | <ul style="list-style-type: none"> <li>- Pet therapy</li> <li>- Lunch clubs</li> </ul> |  | <ul style="list-style-type: none"> <li>- Cafeteria during lunch time</li> </ul> |
|--|---|--|--|---|

## 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. |                                 |   |                    |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| PS 102 recruits teachers through outreach to teaching colleges, including New York University, Teachers College, Bank Street College of Education and CUNY/Hunter and CUNY City College. Many teachers have come to us through recommendations by other teachers on staff. Additionally, we provide multiple opportunities for teachers to receive professional development through the Department of Education, through professional development services around specific subject areas, and through partnering with neighborhood schools. Our efforts have helped us to maintain a high retention rate. |

#### 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).   |
| We work with Teachers College to support CCLS aligned writing instruction across grades. We also form partnerships that support CCLS aligned math instruction. Administration receives professional development from both our superintendent that supports our professional growth and ability to support teachers with standards based instruction, and outside professional development from Teachers College, the Department of Education and CSA. Paraprofessionals participate in most of the instructional professional development along side the teachers, and they have been invited to learn strategies that can support struggling readers. |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

|   |
|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| n/a   |

#### 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). |
|--|

n/a

**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.).

We conduct joint Prekindergarten and Kindergarten professional development in order to facilitate a smoother transition between the grades. Additionally, our Prekindergarten students visit kindergarten classrooms toward the end of the school year so that they can know what to expect when going to the next grade. Finally, our kindergarten teachers host meetings for prekindergarten families in the spring to support the transition to the next grade.

**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.

We have a periodic assessment and Measures of Student Learning (MoSL) committee that works with administration to select the assessments we will utilize in the school year. The team met twice in September to discuss and decide which items in the menu we would utilize. We also agreed on the professional development we would need in order to utilize other assessments in the future.

The teacher teams are the vessels through which assessment results are discussed and instructional decisions made based on the assessment findings. These meetings are on-going, and the notes are shared with the entire staff through Google Drive. This facilitates an open conversation around what we need as a school, and prepares us for a deeper assessment conversation for the following school year.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|--------------|--|---|---|----------------------------------|
|              |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |

|                        |         |              |   |  |
|------------------------|---------|--------------|---|--|
| Title I Part A (Basic) | Federal | 175,096.00   | X |  |
| Title II, Part A       | Federal | 122,079.00   | X |  |
| Title III, Part A      | Federal | 11,200.00    | x |  |
| Title III, Immigrant   | Federal | 0            |   |  |
| Tax Levy (FSF)         | Local   | 1,937,315.00 | X |  |

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 102, Jacques Cartier School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 102, Jacques Cartier School**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

**PS 102, Jacques Cartier School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>04M102-Jacques Cartier School</u>   | DBN: <u>04M102</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>30</u>   |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><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>3</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>   |
| # of content area teachers: <u>2</u>  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Part B: Program Information

### Rationale -

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

### Sub-groups and grade levels -

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

### Schedule and duration -

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

### Language of instruction -

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

### # and types of certified teachers -

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

### Types of materials -

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

The ESL teacher will help students learn idioms by having them abstract the meaning from the linguistic context. She will make use of poster cards for vocabulary to be learned and use picture prompts to aid students writing descriptive paragraphs. Special attention will be given to developing student ability in recognizing details in reading passages in order to write constructed responses. Maps and graphs will be used to enhance student ability to read, understand, and follow directions.

Intermediate students will use less complex language materials and advanced students will use more difficult and challenging materials, that involve embedded structures in semantics and syntax. Transitional (FLEP) students will work on materials that explore questions such as: theme, mood, setting, plot, sequence, figurative language, author's point of view, and characterization.

The students will be pre-tested and their progress assessed by teacher-made tests and other benchmark tools. The school library will be a resource for storybooks, high-interest stories on native

## Part B: Direct Instruction Supplemental Program Information

culture (for ex. Chinese New Year) and personalities (e.g. Supreme Court Judge Sotomayor), and technology. Students will use computers and laptops to access information and download pictures and images (as a visual aid) to write about a topic.

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_

Rationale -

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

Teachers to receive training -

Title III teachers (TBA)

Schedule and duration -

At no cost to Title III, teachers will attend workshops offered during 1-hour lunch periods per week and, 1 hour-forty minute periods after school on Mondays.

Topics to be covered -

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

- Using Periodic Assessment Data for ELLs
- Using ATS reports to drive instruction: RLER, RLAT, HISE, RMSR
- Math: Looking at MOSL - Implication for instruction
- ELA: A Look at Anchor Papers
- ELA: Looking at Schoolwide Data
- ELA: Protocols for Looking at Data
- Examining the ELA performance Task

### Part C: Professional Development

- Norming and Scoring of the NYC ELA Performance Assessment

- ESL Forum Sessions

- NYSRBE (Regional Bil. Ed.) China Institute Workshop on developing lesson plans on Chinese culture

& institutions (Veterans Day)

- The MET: HD Live in School Workshops (4-6 p.m. in December)

- Name of providers:

Literacy coach - M. Kreloff

Math coach - H. Tavares

Math A.I.S. - A. Saunders

Reading A.I.S. - S. Vdokakes

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

- Rationale -

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

- Schedule and duration:

Our workshops are held monthly.

- Topics to be covered:

So far this year -

- Cultural Festival (Oct.)

- Open School Night (Sept.)

- ARIS Workshop (Sept.)

- Parent Ambassador Program (on-going)

- PTA Halloween Party (Oct.)

- IEP Workshop (Oct.)

- Fresh Air Fund (Nov.)

- Scholastic Book Fair (Nov.)

- Harambee/First Friday of the Month (open invitation to parents)

- Bake-sale Fundraiser (Nov.)

- Picture Day Fundraiser (Nov.)

- Workshop on how to fix your credit score & Finances (Dec.)

- Raising pennies (Fighting Against Leukemia)

- Name of provider:

E. Wilson (parent coordinator) and parent volunteers

**Part D: Parental Engagement Activities**

- 
- How parents will be notified:
- Monthly newsletter
  - Posted announcements on front door of school
  - Mass mailings
  - Telephone calls
  - Word-of-mouth (from parent volunteers)
- 

**Part E: Budget**

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

Allocation Amount: \$11200

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

**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 <b>4</b>                  | Borough <b>Manhattan</b> | School Number <b>102</b> |
| School Name <b>Jacques Cartier</b> |                          |                          |

### 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 <b>Craig Pinckney-Lowe</b>   | Assistant Principal <b>Jacqueline Wilson</b>               |
| Coach <b>ELA: Mary Kreloff</b>   | Coach <b>type here</b>                                     |
| ENL (English as a New Language)/Bilingual Teacher <b>Monica Lehmann-Gonzlaez</b> | School Counselor <b>Patricia Foley</b>                     |
| Teacher/Subject Area <b>L. Devine</b>  | Parent <b>type here</b>                                    |
| Teacher/Subject Area <b>type here</b>  | Parent Coordinator <b>Jennifer Dominquez</b>               |
| Related-Service Provider <b>Social Worker: Bill O'Connor</b>                     | Borough Field Support Center Staff Member <b>F. Castro</b> |
| Superintendent <b>Alexandra Estrella</b>   | Other (Name and Title) <b>Eraiza Wilson</b>                |

### 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            | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| 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 <u>not</u> 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) | 294 | Total number of ELLs | 36 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |   |
|---|---|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 # |
| <b>Transitional Bilingual Education</b> | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |   |   |   |
|-----------------------------|----|---|---|---|---|
| <b>All ELLs</b>             | 36 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 7 | <b>ELL Students with Disabilities</b>                     |   |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 7 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 0 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 29                                      | 0    | 12  | 7   | 0    | 5   | 0  | 0    | 0   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## 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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs*)<br>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        |
| <b>TOTAL</b>                                   | <b>0</b> |

\* EP=English proficient student

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

| This Section is for Dual Language Programs Only                  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | Number of students who speak three or more languages: _____ |

| 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  | 3        | 6        | 5        | 3        | 5        | 7        |          |          |          |          |          |          |          | 0        |
| Chinese  |          | 1        | 1        |          | 1        |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          | 1        |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          | 1        | 1        | 1        |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## 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 |
| <b>Entering</b><br>(Beginning)                                   | 0 | 0 | 1 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            | 0 | 2 | 0 | 0 | 0 | 1 |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      | 1 | 2 | 1 | 0 | 2 | 4 |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   | 0 | 2 | 2 | 3 | 3 | 3 |   |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       | 2       | 3       |         |         | 0     |
| 5       | 3       | 4       |         |         | 0     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        |         |    |         |    |         |    |         |    | 0     |
| 4        | 2       | 0  | 2       | 0  | 1       | 0  | 0       | 0  | 0     |
| 5        | 6       | 0  | 1       | 0  | 0       | 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                     | 1       | 0  | 2       | 0  | 4       | 0  | 0       | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0   | 0                      | 0                      | 0                      |  |                        |                        |                        |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      |  |                        |                        |                        |

**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.  
 PS 102 uses ECLAS, the Spanish Lab, the NYSESLAT, Fountas and Pinnell Benchmark System Running Records, and Ready Gen assessments to assess the early literacy skills of our ELLs. This data reveals student ability in the following areas: phonemic awareness, phonics, reading, oral expression, listening and writing. ELL students are grouped according to their needs and instruction is differentiated to address those needs by the ENL teacher, the classroom teacher, as well as other service providers (such as SETSS and Speech). PS 102 also uses TCRWP running records to assess students' reading and writing levels in the beginning, middle, and ending of the year. Teachers also assess student reading and writing levels as needed throughout the year. Teachers also use teacher-created assessments that are personalized for each student and performed as needed. These assessments help both the classroom teachers and ENL teacher to measure student growth across the units of study and throughout the year, as well as to target specific skills that ELLs have gained proficiency in and need continued support. Teachers also use teacher-made assessments and classroom observations to assess students' literacy skills.  
  
 The data provides information on student reading levels, reading behaviors, reading exposure, and strengths and weaknesses. The information is used to create a portfolio of the student's learning and growth over time, as well as to create small group instruction and support and inform instruction to individualize learning.  
  
 Our instructional plan calls for ELL students to participate in the extended day program (to increase the amount of time ELLs spend learning English). ELLs are grouped in small numbers (4-6) during Extended Day. The school also offers Photos and Me as part of their Extended Day program and RTI small groups. We would like to purchase additional materials (budget pending) that will help us accelerate and enrich the curriculum for ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data reveals that students need strategies introduced on listening and notetaking skills. Students need support in recognizing key words, understanding what the question is asking for, determining important information from unnecessary details, as well as recalling

and summarizing information. The data also reveals that problems with multiple sentences and information are difficult for students to retain and retrieve information from.

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

Our school uses the AMAO to help guide our understanding of students' strengths, patterns in student learning, and trends across all grade levels. We analyze the data to see if these objectives have been met, as well as analyze what practices have been put into place to meet these objectives.

PS 102 Annual Goals

Annual Goal-By June 2016, all grade level teacher teams will engage in cycles of inquiry in which they use protocols to look at student work, and use their findings to inform adjustments to lesson plans and instructional practices. This will result in teachers' unit and lesson plans demonstrating increased use of differentiated strategies for learners.

Annual Goal-

By June 2016, all teachers will utilize the results of interim assessments to make adjustments to the literacy curriculum that provide multiple entry points into lessons and differentiates instruction to meet the needs of our school's diverse learners. This will result in a 15% increase in students scoring at or above proficiency (level 3 &4) on the NYS ELA test in grades 3-5.

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?

Periodic assessments provide the ENL teacher with information about the trends of strengths and weakness across all ELL levels, as well as provide detailed information about Listening, Reading, and Writing skills. The periodic assessments also offer insight as to what kinds of questions students are being asked and how they perform on the question. It offers a platform for discussion amongst teachers and administration to analyze what the students needs are and what kinds of ELL strategies we can focus on in the classroom, specifically within the three modalities of Listening, Reading, and Writing.

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](#).]

ELL students who are identified in grades K-2 as needing RTI, are serviced by the RTI teachers and within small groups with their homeroom teacher. Students are also provided services by trained City Year providers who offer one-on-one and small group reading instruction. Students get a double-dose of Foundations (decoding/encoding words) 5X a week. The needs of each student is analyzed to then assist with the grouping of students for reading and math. The materials used for RTI are reading intervention programs with a focus on fluency. ELL strategies are woven into the lessons by providing students with frontloading, comprehensible input, building prior knowledge, providing realia, defining language and content objectives, as well as offer students multiple opportunities to use the new vocabulary. During these sessions, teachers will focus on the four modalities of language learning. All students are given a baseline test at the beginning of the year to provide data on student progress and identify possible students in need of Tier 1, 2, or 3.

For Tier 1 intervention all students receive high-quality instruction that is aligned with the core curriculum. Differentiation is considered for all students and intervention is then individualized based on student needs to design a preventative approach to not meeting the standards and a proactive approach towards meeting academic goals. All children are taught within the classroom in the least restrictive environment. All students are assessed periodically to identify and keep track of student needs, as well as modify instruction and determine how support can continue to be scaffolded. Data is used to not only drive instruction but to determine specific strengths and weaknesses of each child. Classroom lessons are taught as whole group, small group 3-5 students, paired groups, and individually. Teachers model and guide instruction, as well as differentiate and confer with all students. Strategy groups are also created to ensure all learners are able to learn.

For Tier 2 intervention, teachers create smaller (3-5 students), more strategic groups that meet with more frequency and intensity, as well as focus in on specific goals and strategies to ensure support for learning. These groups receive more small group frontloading sessions before whole group lessons to provide comprehensible input and improve CALPS within the classroom. City Year or an RTI or AIS provider either pushes in or provides services in small groups outside of the classroom based on student needs. Students meet for 6-8 weeks to provide intense support and meet short term goals discussed by the teacher and the provider. Student are also invited to PS 102's afterschool programs with City Year and Union Settlement (Photos and Me ELL program). Students are assessed at the beginning, middle, and end of this cycle.

For Tier 3 intervention, based on assessment data and teacher recommendations and the RTI team, students are supported individually

and instruction is even more intense. Students meet with the AIS or RTI teacher (trained in RTI models of teaching) five times a week for 30 to 45 minutes for 15-20 weeks. Teachers assess students once or every two weeks or as needed to analyze the rate and level of student performance.

The school uses TCRWP running records to assess reading comprehension and levels 4 times a year, Fountas and Pinnell Reading and Writing assessments to assess reading comprehension and reading levels, as well as the Wilson Language Foundations Assessments to assess students' phonemic awareness, phonics skills, vocabulary, and fluency. Teachers also use teacher-created materials designed to assess student understanding and mastery of various lessons and units taught in English Language Arts and Mathematics. For ELLs, Periodic Assessments (2x a year), the NYSESLAT (in the Spring), and the NYISTELL (upon entering as a new student at the beginning of the year) are also given to students.

The school will use all of the data to identify and evaluate student needs and well as to create and differentiate student groupings in all Tier levels. The school then examines the student data to monitor student growth and analyze the needs of students by population and academic and grade levels to then consider teaching practices and curriculum.

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

When planning for new instruction, the Bilingual Progressions help the ENL teacher and the teachers identify the characteristics of the 5 proficiency levels of English Language Acquisition. It provides a profile of what supports and structures need to be in place in order to best support a child's academic and linguistic needs. It informs us as to which of the 5 levels (Entering, Emerging, Transitioning, Expanding and Commanding) have yet to meet linguistic standards, are approaching linguistic standards, and which have met linguistic standards.

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

A student's new language development is considered in instructional decisions by fully integrating ENL instruction with all elements of a balanced literacy approach within the monolingual classroom so that ENL instruction is differentiated. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ENL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. The ENL teacher, the Principal, and the Assistant Principal work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Running records are used to monitor each student's reading progress. Content area lesson plans include activities and strategies that support the development of ELLs' academic language. Our school follows the Ready Gen curriculum calendar for reading and the TCRWP for writing.

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).

PS 102 evaluates the success of its programs for ELLs by analyzing both the NYSESLAT's and the AMAO. We discuss our AMAO and analyze whether we have met our Annual Yearly Progress. We also use student portfolios, teacher formal and informal assessments, and perform an item analysis of all the questions on the exam to determine growth from the prior year and the beginning of the year from classroom assessments and the Periodic Assessments of students in grades 3-5. The SETTS and RTI team also meets to discuss these findings and to determine if particular students need additional support and create an academic intervention plan to meet those goals.

## Part IV: ELL Identification Process

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

- 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.

At enrollment, a certified and trained pedagogue (M. Lehmann-Gonzalez) meets with parents and students of first-time admits (along with the support of the school secretary E. Wilson and the Parent Coordinator J. Dominguez) and conducts an informal oral interview in English and parent's native language. The Home Language Identification Survey is a formal interview using a parent questionnaire (in the parent's home language) and is administered by the ENL teacher in English and/or Spanish. The parent questionnaire is given according to the L1 of the parent. This questionnaire is taken from the NYCDOE website under Special Populations/ELLs. If the parent's native language is not English or Spanish, the Language Translation Unit is called for an over-the-phone translation. The HLS is reviewed to determine if a language other than English is spoken at home. If the language code on the HLIS is anything other than English, the NYISTELL is administered within ten school days of initial enrollment to determine proficiency and eligibility. The Parent Coordinator and the School Secretary also assist with the translation of all interviews conducted in Spanish.

Students who are identified from the HLIS form as needing to take the NYSITELL within the first 10 days the child was admitted to the school. These assessments are given by the ENL teacher. The ENL teacher (M. Lehmann-Gonzalez) has dual certification in both elementary education and English as a New Language. The exam is then scored by the ENL teacher using the NYISTELL Scoring Guide. The results are then scanned by the ENL teacher and the results are then shared with administration and teachers. The tests and other materials are filed and stored in the ENL room along with a copy of the HLIS. If the student is identified as ELL, parents are notified in writing in their Home Language by the ENL teacher using the NYC DOE official Entitlement Letters from the NYC DOE website.

If a student needs to take the Spanish-LAB for Spanish-speaking ELLs, the ENL teacher then orders and administers the test. The Spanish-LAB will identify the proficiency level of that student's language proficiency in Spanish.

All identified ELLs take the NYSESLAT in the spring of each year. Testing dates are scheduled in advance and parents and classroom teachers are notified in writing. The ENL teacher coordinates and administers the test under the supervision of the Assistant Principal. Parents receive results of the NYSESLAT and information regarding program eligibility for the new school year. This information is given in the form of the Continued Entitlement Letter which informs parents of continued services. Based on the previous year's NYSESLAT results and classification, it is determined how many hours of service each ESL student receives.

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).

During registration, the ENL teacher and parent coordinator/school secretary are present to assist with the Home Language Survey. According to the responses to these questions, it is determined if the student meets the criteria for a Student with Interrupted Formal Education. The student is then given a verbal questionnaire by the ENL teacher. This questionnaire includes a series of questions that inquire about the student's family, home and linguistic background, educational background and institutions attended, as well as literacy experiences and skills. For students whose Home Language is identified as Spanish, Bengali, Arabic, Chinese, Haitian Creole or other, the Literacy Evaluation for Newcomers is administered.

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).

Newly enrolled students with IEPs are identified by giving the Home Language Survey and a determination of whether the child should be identified as an ELL is made. The child is interviewed with the parent and if an interpreter is needed, one is provided using the Language Translation Unit. When the ENL teacher receives her list of ELLs, she reviews the names once again and cross checks all names to see if any child is documented as having an IEP. The team then determines whether or not the child should take the NYISTELL and what modifications, if any, that child is entitled during examinations. The members of the team are M. Lehmann-Gonzalez-ENL teacher, C. Pinckney-Principal, J. Wilson-Assistant Principal, E. Wilson-School Secretary, Jennifer Dominguez-Parent Coordinator, M. Folley- Literacy Coach, and the IEP teacher L. Ortiz.

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 ENL teacher, the Assistant Principal, and the Parent Coordinator ensure that the entitlement and non-entitlement letters are distributed to families. The PC helps to contact parents along with the ENL teacher to ensure that families are aware of their child's status as an ELL and the process in which it is completed. The letters submitted are downloaded from the NYCDOE website/ Special Populations-ELLs parent letters. All official ELL correspondence to parents about ELL identification, entitlement, surveys, placements, testing (NYSITELL and NYSESLAT), scoring and results, as well as informational parent ELL workshops, are provided in the home language of the parent and in English. If the parent prefers only English or another language, we provide written information in whatever preferred language they choose.

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).

During the ENL Parent Orientation for new ELLs and in writing, parents are informed of their right to appeal their child's ELL status within 45 days of enrollment. The ENL teacher the LPT will inform and support the parent about the process. Parents are asked to complete the parent survey during the Parent Orientation and the ENL teacher reads and reviews the questions on the survey.

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.
- Within the first 10 days after enrollment, parents of eligible students (based on the results of the NYSITELL) are invited to participate in a Parent orientation session facilitated by the ENL teacher and Parent Coordinator. They are notified of these meetings by the Entitlement Letter in their home language, they are also notified by phone, and invitation. If none of the allotted meeting times are possible for the parents, they are asked to provide a date and time that they are available to have a one-on-one meeting. The parents are asked to sign-in on an attendance sheet and are given an agenda and a parent brochure in their home language. The three program choices (Transitional Bilingual, Dual Language and Freestanding ENL) are explained by the DOE video and discussed in these informational and question-and-answer sessions. Parents are informed of the regulation that schools must form bilingual programs when there are 15 or more students speaking the same language in one or two continuous grades for grade K to 8 and parent choice. Parents receive the parent survey and program selection forms for completion. Parents are encouraged to fill out the forms at the conclusion of the orientation, but if not returned at this time, we follow up with phone calls and rescheduling. Parent choice is monitored regularly to ensure that the school is meeting parents' needs. All communication is provided in the appropriate native language. Parent orientation sessions take place at the beginning of the school year as well as throughout the year to accommodate newcomers. Parents who have chosen either TBE or DL are informed that those programs are not available at our school for the present time. They are provided with a list of schools in our region that do have those programs. If either TBE or DL does become available at our school, we will reach out to parents who have previously selected that option and inform them about the change. For those parents who do not return a survey, the default placement is the bilingual program.
- During the Parent Orientation or one-on-one meeting with parents, the three program choices are explained in detail. The parent orientation video also describes the three programs in detail. The ENL teacher also explains her ENL stand-alone program in the school. Parents are encouraged to contact the Principal, Assistant Principal, Parent Coordinator, and ESL teacher with any further questions or concerns.
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.
- The ENL teacher, Parent Coordinator, and classroom teachers work collaboratively to contact parents in person during drop-off and dismissal, through phone-calls, and through school letters in order to ensure parents attend the Parent Orientation or one-on-one meetings for the completion of Parent Surveys and Parent Selection forms during this meeting time. If parents cannot attend the parent-orientation for ELLs, the ENL teacher and the Parent Coordinator work together to make appointments to watch the new ELL video, fill-out the parent-survey, and ask questions and raise concerns. Parent Surveys are collected as soon as they are completed in person with the ENL teacher or the PC. The PC continues to contact parents until all parents have completed a survey. If a form is not returned, the default program for ELLs is bilingual education. The ENL teacher and the PC monitor parent choice by reviewing their surveys with them once they have completed them in person. Correspondence of parent's preferred language is honored by providing surveys and any written documents in the parent's home language, as well as having a translator available for the parent in person or via phone. We provide translators through the Language Translation Unit. We schedule a translator in advance 2-3 weeks for in person and 1 week for phone calls. For parents who unexpectedly arrive, we use the phone service from LTU that same day.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL teacher and the Parent Coordinator continue to call parents who have not attended the Parent Orientation sessions and invite parents to attend a meeting to obtain this information. A list of parent names and students are maintained and used to monitor which parents have not attended the Parent Orientation or one-on-one meetings. Correspondence for parents' preferred language is given in writing. The letters are downloaded from the NYC DOE website under Special Populations/ELLs. Parent Surveys and Program Selection are given in the parents' preferred language. A courtesy call is made in English to alert the parent of the invitation and a school volunteer who speaks Chinese, Bengali, or Arabic calls parents who are non-native speakers of English and Spanish to remind them to check their notices received by the school or to come into the school for a visit.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ENL teacher, Parent Coordinator, and School Secretary deliver the letters to the teachers to send home with students. Follow-up phone calls are then made for those students whose letters are not returned. Letters are given in the parent's preferred language downloaded from the NYC DOE website under Special Populations-ELLs.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Home Language Surveys are maintained in the student cumulative records which are filed in the main office. Copies of the HLS are also retained in the ENL teacher's office along with the non-entitlement and entitlement letters. The school secretary E. Wilson is responsible for the maintenance of these records in the main office and by M. Lehmann-Gonzalez, ENL teacher in her room.
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.

In order to administer all sections of the NYSESLAT, the ENL teacher, the Assistant Principal, and the school secretary create a testing schedule that informs teachers which students have been identified to test and well as the days and times they will be testing. A table of all students is created that identifies their current ELL levels, their home language, their classrooms, their grade, and any testing modifications needed for ELLs with IEPs. The ENL teacher reviews the ATS reports (RLER) such that indicate the school's current ELLs and those who are eligible for the NYSESLAT testing for the current school year. A letter is then sent home to parents to notify them that their child will take the NYSESLAT and a description of what they will be tested on, as well as when the test will be given (days, times, and locations). Along with the ENL teacher, the Assistant Principal will organize and count books and materials and certify that we have these materials in our school and ready for distribution and administration. The first part of the test to be administered is the Speaking subtest on the first day. The second day the second part Listening/Reading/Writing is given. A memo is also created that with components of the tests, information about the test regarding information, teacher and student names and student accommodations.

Students are also informed about the exam and receive additional support to prepare them for exam practices. The ENL teacher, the school secretary, the Principal and the Assistant Principal will review the testing manuals, testing procedures, rubrics, and guidelines of the exam. The exam will be given in an appropriate and quiet environment. After tests have been administered a list of students will be generated that have not taken the test and a schedule is then created for make-ups. The make-up exams are given by the ENL teacher as well.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher, Parent Coordinator, and School Secretary deliver the letters to the teachers to send home with students. Follow-up phone calls are then made for those students whose letters are not returned. Letters in the parent's preferred language are downloaded from the NYCDOE website.
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).

The trend in program choices that parents have requested are to remain in the ENL freestanding program offered at PS 102. Parents have not requested other programs in the past. The school does not have a bilingual education program. The school monitors parent choice by reviewing all parent surveys submitted. When the parent surveys are given they are completed and reviewed in person with the parent and the ENL coordinator. The ENL teacher, Parent Coordinator, and School Secretary also review the requests together. Trends are planned for future planning by discussing what the findings are. Since the school has never had a bilingual class or bilingual program or Dual Language program, the planning for the last few years is to focus on the ENL program and afterschool programs that service ELLs.

## 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.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
#1) The ENL program is implemented through both Stand-Alone and Integrated models as per students' proficiency levels and units suggested. The ENL program integrates the content area of English Language Arts throughout all grades and in middle school through the content areas of social studies and science. The ENL teacher communicates weekly with teachers about student needs and content area teaching. The ENL teacher follows the TCRWP curriculum and the middle school curriculum. Integrated support in the classroom groups ELLs together in small groups during whole class lessons. The ENL teacher then supports students during this time. During Stand-Alone, the ENL teacher supports students in small groups of 10 students across two

grade levels and two to three proficiency levels. Instruction is also differentiated for each child's academic needs.

The integrated model allows for the ENL teacher and the classroom teacher to discuss student progress, plan lessons, and discuss differentiation strategies and ENL supports for ELL in the classroom. When the ENL teacher pushes-in the classroom, she works with students in small groups inside of the classroom. Students work on the same content that the teacher is teaching but with guided support from the ENL teacher. The ENL teacher will push-in during ELA, Social Studies, or Math.

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)?

The ENL teacher creates a list of all students, their proficiency levels, and the number of minutes required for their levels. The ENL teacher collaborates with all classroom teachers to discuss scheduling and minutes required for student services. Push-in services are 45 minutes long and ELL students are grouped together within the class to support them. For scheduling and time constraints, an integrated/Stand Alone model is provided by the ENL teacher in a separate location when students are dispersed across many classrooms. The ENL teacher has a dual certification in both elementary education. The five proficiency levels for ELLs and units of study per proficiency level in each program are: Entering (360 minutes of instructional time a week: Stand Alone is 180 minutes and Integrated ENL is 180 minutes), Emerging (360 minutes: Stand Alone is 180 minutes and Integrated ENL is 180 minutes, a .5 unit of study can be either Alone or Integrated), Transitioning (180 minutes a week: Stand Alone is 90 minutes, Integrated is 90 minutes, and .5 unit of study can be either Stand Alone or Integrated), Expanding (Integrated 180 minutes), and Commanding (90 minutes of Integrated or other approved former ELL services).

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.

The ENL teacher provides ELLs with English instruction using ENL methodology in both a push-in model and a pull-out model. Instructional strategies are also used throughout the content areas of ELA, Mathematics, Science, and Social Studies. A balanced literacy approach and mini-lessons are used with a focus on ENL strategies. Instruction is grade, content, and age appropriate.

The ENL teacher challenges students by focusing on specific tasks which drives higher order thinking skills in all four ENL modalities of Listening, Speaking, Reading, and Writing, as well as utilizes differentiated skills to make learning comprehensible for learners. The ENL teacher also considers student proficiency levels and uses students' L1 to build schema and develop home language to strengthen students' L2.

Methods that are also used are scaffolding, purposeful grouping, offering background knowledge, and extended discussion. The SIOP method is also used in the classroom and in the ENL program. Content and language objectives are systematically woven into the curriculum. grade-level subject curriculum is presented to students through modified instruction in English, identify how language is used in the different subjects and students are given specific instructions and practice.

The ENL teacher promote student language development with curricula addressing language proficiency standards while continuing to incorporate vocabulary and core subjects. The ENL program will be content-based ENL and material from multiple subject areas is presented through thematic or interdisciplinary units.

Strategies

For Beginner ELLs:

- Picture word inductive model (PWIM)-takes advantage of student prior knowledge and visual clues and builds on key strength of inductive learning.
- Text data sets-similar to the PWIM cloze sentences and uses same kind of categorization process but are composed of sentences or short paragraphs.
- Language experience
- Videos (describe what is happening, what you see, use vocabulary)
- Use posters and make presentations
- Teach Reading Strategies
- Teach Study strategies
- Phonics, Spelling and Pronunciation Practice
- Music(for those reluctant to speak, memory, oral language), Chants
- Provide dialogue

Intermediate:

- Create Reading goals
- Reading strategies

- Study strategies
- Hold student debate
- Book Reviews
- Teacher Read Alouds and Think Alouds
- Shared writing
- Figurative Language
- Students participate in Field Trips
- Scaffolding writing—outlines
- Peer Checklist and Support
- Sentence Modeling
- Allow Wait time, speaking rate, gestures
- Play Word games

Post Word charts

Visuals

Offer Bilingual dictionaries

Materials

Word walls, pictures, music, videos, graphic organizers , sentence starters, discussion stems,

Leveled books nonfiction and fiction

Reading Logs

Technology, iPads

Wilson Foundations

NYSELAT test prep

Writing Collaborative Stories

MSQI -Word Generation

AIR

Bookmarks with strategies

Rubrics

Personal Student Checklist

Vocabulary

Persuasive Word chart

Content Area ELLs

Align lessons with Content Area Curriculum in Math, Science, and Social Studies

Generate vocabulary, provide videos on Nonfiction and fiction information

Book pairs,

Access prior knowledge through stories (immigration stories)

KWL charts and presentations

Create a word wall chart for key concepts in unit being studied

Key words translated into other languages

Post photos of key concepts

Review lessons gone over in class, frontload with vocabulary, examples and visuals. Work in small groups, names of mathematical terms in language of students.

Students present results

Discuss findings, noticings, wonderings

Mathematics worksheet –use drawing , equation, description

Native language support for the content area in the ENL Program is given through use of independent leveled reading materials, articles and various readings offered in child's home language, use of native language key concepts and words used during specific lessons. Cultural and linguistic references made during the introduction of and teaching of lessons.

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

We will ensure that ELLs are appropriately evaluated in their home language throughout the year by conferring with teachers, students, and families to determine the best language for assessments. The ENL teacher and the Assistant Principal will collaborate with classroom teachers to ensure that students are provided with the assessments that best meet the students' needs.

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

ELLs are evaluated in all for modalities of English acquisition throughout the year through teacher created assessments at least once a month that are in a format similar to the NYSESLAT. These assessments evaluate student's reading, writing, speaking, and listening skills. Using the TCRWW running records and the Wilson Foundations programs, the areas of reading (fluency, phonics, and comprehension), writing, and speaking and listening are also assessed. Decisions about instruction and groupings are based on the results of these assessments.

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

a.) Sife students are placed in the Freestandin ENL program where the ENL teacher provides English Instruction. Academic intervention services throughout the day as both a push-in and pull-out model in small groups. SIFE students are invited to attend afterschool and Saturday school for continued academic and langage support.

b.) Newcomer ELLs are a priority at PS 102 the ENL teacher provides 360 minutes of English Langugage Support. The ENL teacher and the classroom teachers work collaboratively with the teachers to plan and ensure content is accessible and matches student academic and proficiency levels.

c.) For Developing ELL students, various interventions are provided ranging from AIS, RTI, afterschool programs and ESL programs, support from the ENL teacher, and NYSELAT support, as well as targeted instruction and differentiated strategies.

d.) Long Term ELLs are provided with academic intervention services from our ENL teacher , RTI teachers, and AIS teachers in both push-in and pull-out models. The ENL teacher collaborates with the classroom teachers to discuss and plan small group instruction in their areas of deficiency in the four modalities of language acquisition .

e.) Former ELLs are provided with additional support in ELA and the Content Areas . The ENL teacher conferences with and monitors the movement of Former ELLs and remains in communication with the ELA teacher to support students. Testing accomodations for exams are also considered and provided.

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.

If based on the recommendation of qualified personnel and consultation with the parent/guardian, if the principal believes that the student may have been adversely afected by the determination, the principal must provide additional support services to the student as identified in CR Part 154-2.

A team of educators will analyze all ELLs or NonELLs that have been designated as re-identified at the conclusion of the 6-12 month window. The team will look at and discuss work samples, progress reports, report card grades, student portfolios, and teacher feedback to determine if the student's academic progress has not been adversely affected.

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?

Ells that are identified as having special needs are instructed in a small group pull-out setting with the ENL teacher. The ENL collaborates closely with the teachers to plan and differentiate learning. The teacher uses the Wilson Reading System to support instruction, as well as offer students multiple study skill strategies, and vocabulary support. Small group support will target language acquisition while covering grade appropriate material.

Instructional strategies include:

- emphasis on English vocabulary development
- explicit phonemic awareness instruction, structured and systematic phonics instruction
- explicit instruction in comprehension strategies
- peer assisted learning and projects
- visual aids
- props
- realia
- teaching study skills and strategies
- practicing meaningful classroom talk using discussion stems and sentence starters
- giving wait time for answering and thinking and listening
- offering supportive technology such as games, recorders, and short videos
- personal checklists , charts, and rubrics

**Chart 7** 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?

To ensure ELLs with disabilities are serviced in the least restrictive environment, all self-contained and mainstream classrooms with students with IEPs follow the common core standards to design curriculum with ENL strategies and differentiation for all ELLs. All students participate in the general education ELA programs. All pull-out support is designed by reading level and NYSESLAT level, regardless of IEP status, however IEP goals are followed and modifications and supports for ELLs are implemented and modified as needed.

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

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

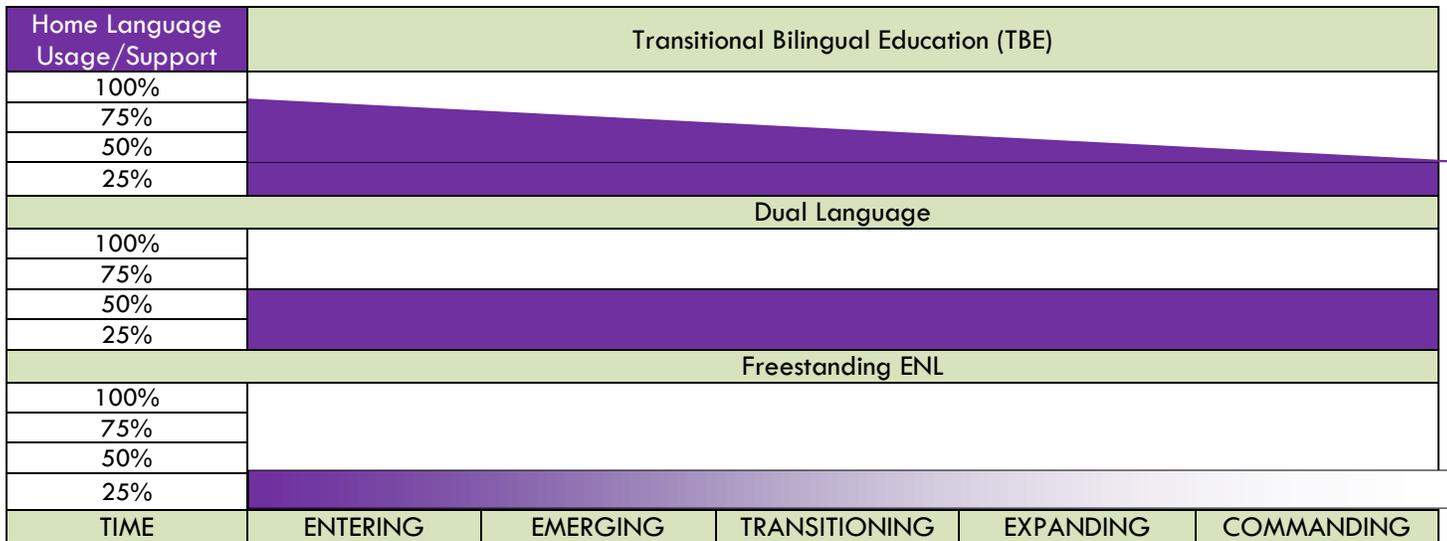


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

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

The language of instruction is English only. The teacher in the classroom conducts Tier 1 strategies as needed for ELLs. Those ELLs requiring Tier II interventions are pulled out for services AIS Math and AIS Reading. Additionally, ELLs receive RTI support by their RTI teachers in a small group as a pull-out or push-in model. The afterschool programs are also targeted intervention programs that support students in ELA and Mathematics. The City Year program also provides reading intervention support to students on a one-to-one basis and small group. Teachers focus on fluency, phonics, vocabulary support, and reading comprehension. The literacy coach supports the school by providing access to resources so that teachers may utilize during AIS reading and RTI. She also provides PD to teachers how to implement the various reading programs.

Targeted interventions for Social Studies and Science are developing content specific language social studies, providing support through technology, realia, and videos. Supporting students in small group, providing reading material that is on level with student independent reading (such as Read Works or StarFall).

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

Currently the needs of ELLs in the ENL program are being met through curriculum planning for ELLs through the content areas and English Language Arts programs, as well as using proficiency goals for students across all English language proficiency levels in Entering, Emerging, Transitioning, Expanding, and Commanding levels as a guide to push language acquisition and academic progress. All students receive challenging grade level content instruction that is differentiated and scaffolded for the development of language skills in English. Literacy in L1 is also encouraged to promote the growth of second language acquisition.

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

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

The social Studies program for ELLs is based on thematic units. Social studies concepts are reinforced through the use of read-aloud, biographies, and content area (non-fiction) books. ELL students are helped to create timelines, graphs, and maps to guide ELL students understand important historical events.

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

No new programs are being considered for the upcoming year.

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

No services for ELLs have been discontinued.

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

ELLs participate in all school programs, such as art, music, technology, physical education, and chess. Parents of ELLs have the option to register their children in after-school/supplemental services which are offered to all students in the school. ELL students participate in all school programs (curricular and extracurricular) and are fully represented in all programs. Our ELLs are the intended beneficiaries of all the resources and monies the school receives. Another supplemental service we offer ELLs is an online fluency program called MindPlay. This helps the school to track students' literacy growth as well as their comprehension. ELLs are invited to participate through invitations from the school, classroom teachers, the ENL teacher. The teachers document the activities the students participate in using a spreadsheet that records all of the functions and programs each ELL child has participated in.

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.

The instructional materials used to support ELLs range from Fluency and Comprehension Kits such as Text Talk, Quick Reads, Comprehension Matters, TC book lists, the TCRWW Writing Curriculum, the Ready Gen Reading Program, and the Wilson Reading

Program Foundations. Our school also has an RTI Intervention Reading Program. We also have access to the librarian who provides out of classroom book titles. Online websites for reading resources we have are Reading A-Z, Brain Pop, and Star Fall. Technology support includes the use of laptops, Ipad, and a technology laboratory.

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

In the ENL program model, home language support is achieved through utilizing parental support for continuing literacy experiences at home in the child's native language. Workshops are given to parents to inform and educate them about how they can support their children through literacy. Literacy and Math workshops are also held with parents and children together to provide opportunities to have shared literacy and math experiences in a fun and guided environment. Native language support is also provided through cultural awareness and experiences in the school by holding school-wide cultural events where everyone is welcome to participate.

The school also provides bilingual books in Spanish and English. For students whose Native Language is not Spanish, students are invited to create bilingual books in their home language and English, as well as write oral stories in their home language. The ENL program focuses on home language support through cultural awareness through reading material in the child's home language such as stories, music, and poetry. Students are also encouraged to write in their home language as their proficiency in English strengthens (translanguage).

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

Support services, such as counseling, occupational therapy, and physical therapy are provided, as needed, to ELL students (as per their IEPs). P.S. 102 also has a school-based support personnel: a bilingual social worker: Mr. O'Connor and a school psychologist: Mr. David who services all students, including ELLs. The services provided correspond to ELLs' age and grade level. Required services (as per students' IEPs) are provided by the speech teachers, counselor, social worker, literacy and math coaches, SETSS and IEP teachers and AIS ELA and AIS Math teachers. All of our materials are academically appropriate for the individual levels of each learner, age, and grade. The Literacy Coach and Assistant Principal keep track of all leveled books, curriculum resources, and classroom library books for the entire school.

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).

Our newly enrolled ELLs are usually kindergarten students. The remainder of the ELLs are continuing ELL instruction. There is no program for transfer students from other schools, or for K students (K-5 school). Activities for newly enrolled ELLs include participation in all afterschool programs and participation in the ENL program. The school counselor is available to support ELLs become acclimated to the culture of the school. The parent coordinator is also available to invite and work with ELL parents in supporting their child's literacy and school experiences.

19. What language electives are offered to ELLs?

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

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 is a priority at PS 102. PD for all ELL personnel at PS 102 involves outside and in-school PD with TC writing Conference Days, Feedback and workshops given by the ENL teacher, and Lit Life (Writing Instructional and Curriculum On-Site Support). Workshops analyze strategies for ELLs that are specifically designed to demonstrate how teachers can support ELLs by embedding strategies and scaffolding student learning within any lesson. Small group ELL support is also demonstrated by the literacy coach, the Assistant Principal Ms. J. Wilson, and ENL teacher M. Lehmann-Gonzalez. On Tuesdays, study groups are scheduled weekly as well as Monday half day PD, and once a week lunchtime PDs led by various staff members across all grades. School secretary includes Ms. E. Wilson who supports with the distribution of flyers and phone calls for invitations for parents along with the parent coordinator. The guidance counselor also supports in the PDs when necessary, Ms. Fowley. Study groups are led by faculty members.

Dates for current PD year include:

  - Staff Development for ELLs and the NYISITELL/Periodic Assessment 11/3/15
  - Parent Workshops for ELLs and RTI 1/7/16
  - Staff Workshop for ELLs and RTI 1/12/16
  - Parent Workshop for ELLs and literacy support 1/28/16
  - Staff Workshop for ELLs and literacy goals and strategies/Common Core 2/2/16
  - Parent Workshop for ELLs and Math games 2/11/16
  - Staff Workshop for ELLs and the content areas of Mathematics, Science, and Social Studies 2/22/16
  - Staff Workshop for ELLs with Learning Disabilities 3/1/16
  - Staff Workshop for ELLs and the Arts 3/15/16
  - Parent Workshop for understanding the NYSESLAT 3/24/16
  - Staff Workshop for ELLs -NYSESLAT 3/28/16
  - NYSESLAT Reflections -5/17/16
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?

For teachers of ELLs and the ENL teacher, professional development is offered within PS102 using the professional development plan and attended by or led by faculty members. The Common Core Learning Standards and the Bilingual Education CCLS are discussed and used for curriculum planning. The Literacy Coach, school leaders, and teachers meet weekly to discuss instruction, design curriculum aligned to CCLS. The staff develops plans to include all learners and differentiated approaches to help students meet the standards and challenging content. The ENL teacher attends borough and districtwide professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All ELLs are prepared to transition to middle school by working with teachers, the ENL teacher and the school guidance counselor. Both students and parents are informed about the services available to them in middle schools they are applying to. The ELL team prepares students by supporting them throughout this transition. The ELL team further supports these students by contacting and providing the middle school with ELL identification, test scores, needs, and pedagogical support that was successful in supporting the ELLs during their elementary attendance. The school also ensures that our teachers are aware of the procedures for new ELLs entering NYC public schools to ensure they are accurately identified and placed. PS 102 also continues open communication for the new schools to contact us for any necessary documents, questions, and support. In the Fall, the ENL teacher provides teachers of ELLs with NYSESLAT scores and student academic portfolios of student work and assessments to help inform teachers of their students' language acquisition.

Ms. Foley assists ELLs and their parents with articulation. She supports them in the process from moving from elementary to middle school by helping students to complete applications and discuss the cultural and academic changes that the students will experience. Applications for middle school and parent correspondence that needs to be translated in parents' home language preference is taken from the DOE website, forms already translated in other languages or sent to and translated through the NYC DOE translations department. Our counselor also meets with groups of ELLs to help them develop those skills that are necessary for a smooth transition from elementary to middle school. Examples are: independence, self-reliance, conflict resolution, healthy habits, and responsibility all of which our ELLs will need in middle school. In addition, Ms. Foley arranges appointments for ELL parents to tour prospective middle schools with their child. She advises parents about an appropriate choice of a particular middle school. In her sessions with ELL students, she discusses the middle school environment (e.g. subject-matter teachers vs. one classroom teacher), middle school issues (bullying) and academic expectations at the middle school level.
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.

PS 102 offers workshops to all teachers twice a week during professional development days and once a week during their lunch hour. This year the ENL teacher plans to attend workshops on NYSESLAT Scoring, Improving Outcomes for SWD's and ELLs, and Preparing to Serve ELLs and Their Families.

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

All staff receive more than the minimum hours of ELL training, topics for workshops in the current year will include:

\*Vocabulary Development (informational text)

\* Structuring the Essay (both ELA and NYSESLAT)

\* Communicating more effectively with parents: Issues and Concerns  
(workshop to be led by the parent coordinator)

\* Learning Key Phrases and Vocabulary in Spanish to facilitate understanding  
with newcomers and to better integrate these students in classroom activities/routines.

Records are kept through agendas and sign-in sheets for participants of weekly Monday and Tuesday Professional Development.

### 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?

The classroom teachers and the ENL teacher officially meet 4x a year to discuss student progress before report cards. Student progress is also discussed regularly as needed and during professional development. The ENL teacher and the Parent-Coordinator will work together throughout the year to hold parent workshops to discuss the goals of the program, language development support, and language assessments. During Parent-Teacher night the ENL teacher also meets with parents of ELLs to discuss goals, language development, assessments results, and overall progress. The ENL teacher schedules an interpreter to be present in person or via phone to assist in translation. Academic and cultural events also provide opportunities for parents of ELLs to interact with the school community, as well as provide an informal setting for discussing ELL goals and support for families. All school based functions have translation services available to families.

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.

Our school keeps records of parent participation and outreach by using sign-in sheets for events and reservations made for invitations sent home for events. The parent-coordinator and school secretary also track parent participation and outreach in order to develop better outreach and services for parents to participate in meetings and continue support for parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. This year the parent coordinator will remind ELL parents that there is a DOE website and a school (P.S. 102) site full of information pertaining to their child's education and to keep them informed about up-coming events. For example, there is a flyer (in 7 different languages) about curriculum night and Parent-Teacher Nights which the parent coordinator distributes to all parents, including parents of ELLs.

The school based organizations who partner with our school and our parents are Union Settlement, City Year, and the YMCA.

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

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

The Parent Coordinator holds parent workshops that supports parents' interest in literacy at home, mathematical thinking, and homework support. Books are suggested, read alouds and demonstrations are given, math games are modeled and practiced. Parents are also invited to help plan functions for the school such as multicultural events, family nights, and family dances.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Union Settlement who provides services for students and parents, as well as the Photos and Me Academic Program for ELLs and students below grade level in reading. City Year also provides reading, tutoring, and other school related services to PS 102 students throughout the day and during afterschool.

Specific parent involvement activities given from these CBOs are "Buen Provecho " a program that does workshops for healthy eating and nutrition, in house counseling services for parents and students for both academic and social issues (Union Settlement). Tutoring for parents is also available so that parents can support their children academically.

Translation services are provided in-house for Spanish or via phone through the Translations Phone Service Unit.

5. How do you evaluate the needs of the parents? PS 102 evaluates the needs of their parents through parent surveys, parent meetings through the Parent Association, and through teacher-parent feedback.

6. How do your parental involvement activities address the needs of the parents? PS 102's Parent Coordinator holds meetings and activities that are tailored to the parents needs. Examples of these activities are workshops and information sessions that educate parents about the curriculum, parent resources and parent involvement. The school also holds school fundraisers to raise money for student extracurricular activities and resources.

#### **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.

Paste response here:

| School Name: _  |   | School DBN: _ |                 |
|---|---|---------------|-----------------|
| 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) |
| Craig Pinckney-Lowe   | Principal   |               | 12/2/15         |
| Jacqueline Wilson   | Assistant Principal                                   |               | 12/2/15         |
| Jennifer Dominquez  | Parent Coordinator                                    |               | 12/2/15         |
| Monica Lehmann-Gonzalez   | ENL/Bilingual Teacher                                 |               | 12/2/15         |
| J. Dominguez  | Parent  |               | 12/2/15         |
| L. Devine   | Teacher/Subject Area                                  |               | 12/2/15         |
|   | Teacher/Subject Area                                  |               | 12/2/15         |
|   | Coach   |               | 12/2/15         |
| Mary Kreloff  | Coach   |               | 12/2/15         |
| T. Foley  | School Counselor                                      |               | 12/2/15         |
| A. Estrella   | Superintendent  |               | 12/2/15         |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 12/2/15         |
| L. Ortiz  | Other <u>IEP/Tech</u>                                 |               | 12/2/15         |
| E. Wilson   | Other <u>School Secretary</u>                         |               | 12/2/15         |
| L. Rivers   | Other <u>Speech</u>                                   |               | 12/2/15         |

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 04M102      School Name: P.S. 102**  
**Superintendent: Ms. Estrella**

**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](http://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.

School Notices, Parent Surveys, and all school information is done in both languages (English and Spanish) to provide families with information within the school. Our bilingual Parent Coordinator also provides assistance in translating during parent meetings with the school. The information is looked at through HLIS, ATS, or parent request to know what the preferred language of communication is.

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.

English, Spanish, Bengali, Arabic, and Chinese

**Part B: Creating a Communications Calendar**

---

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

All Parent letters/Notices/ Calendars/Postings/ IEP/Handbooks/ and all information pertaining to in school activities. All information provided is according to calendar.

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.

Parent Teacher Conferences/IEP meetings/Open School Night/PTA meetings/ENL Parent orientation/Teacher meetings during Parent Engagement time.

### **Part C: Providing Language Assistance Services**

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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.

Letters/Notices are sent backpacked to the home with the child one week or 2-3 days prior to the event/holiday/meeting. Procedures to translate are done by School secretary (LAC). Notices are provided by school principal, teachers, AP or any other school staff member who may have information to provide to parents.

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.

Phone interpretations are conducted in the language of choice by the parent. We have in-house Spanish language interpreter, all other languages are translated by the translation line who is added to the call with the permission of the parent. Some appointments are scheduled ahead of time, but many times they are not scheduled.

### **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.)

Language ID Guide is provided to all staff members and they are emailed with detailed information on how to use the language site in the DOE.

## **Part E: Providing Notice of Language Assistance Services**

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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

Language ID Guide is also in the paren coordinator's office and 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)

We conduct a series of parent surveys' throughout the school year which engages parents to provide feedback to the school.