

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

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

**24Q102**

**School Name:**

**P.S. 102 BAYVIEW**

**Principal:**

**WILLIAM KO**

## 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: P.S./I.S. 102Q- Bayview School School Number (DBN): 24Q102  
Grades Served: PK, K, 1, 2, 3, 4, 5, 6, 7, 8, SE  
School Address: 55-24 Van Horn Street, Elmhurst, NY 11373  
Phone Number: 718-446-3308 Fax: 718-672-3101  
School Contact Person: William Ko Email Address: wko2@schools.nyc.gov  
Principal: William Ko  
UFT Chapter Leader: Sharon DelVecchio & Maureen Falesto  
Parents' Association President: Imelda Saibuddhabun  
SLT Chairperson: Mary O'Donnell  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nancy Umana  
Student Representative(s):

**District Information**

District: 24 Superintendent: Madeline Taub-Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue, Corona, NY 11368  
Superintendent's Email Address: mchan2@schools.nyc.gov  
Phone Number: 718-592-3357 Fax: 718-592-3770

**Borough Field Support Center (BFSC)**

BFSC: QPN Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-828-5488 Fax:

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
William Ko	*Principal or Designee	
Sharon DelVecchio	*UFT Chapter Leader or Designee	
Imelda Saibuddhabun	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nancy Umana	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Josephine Bagni	Member/ Teacher	
Jessica Beltran	Member/ Teacher	
Alejandra Juarez	Member/ Parent	
Arlene Le	Member/ Parent	
Jian Ting Lu	Member/ Parent	
Dena Martin	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary O'Donnell	Member/ Teacher/SLT Chair	
Jodie Tien	Member/ Parent	
Katherine Vicario	Member/ Teacher	
Elizabeth Wolff	Member/ Parent	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<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./I.S. 102Q is a community school located in Elmhurst, Queens (District 24) that is comprised of approximately 1300 students from Kindergarten through 8<sup>th</sup> grade. We are an ethnically diverse community that is home to many new immigrant families from China, the Philippines, South America, South Asia, Southeast Asia, and Europe, which is a source of pride for the entire community as P.S./I.S. 102Q is representative of the multi-ethnic makeup of Queens, NY

P.S./I.S. 102Q is an inclusive learning community. Administration, teachers, parents, and students work collaboratively to provide a rigorous, academically challenging educational experience for all learners. Parent involvement, through the School Leadership Team, an active Parents' Association, parent volunteers, parent workshops, and weekly parent outreach keep parents well-informed, involved and continually updated on all aspects of their child's education.

As our school slogan states, students, teachers, and administrators hold true to the belief that "Achieving is what we do at P.S./I.S. 102." Teachers at P.S./I.S. 102Q are all highly qualified and hold multiple teaching certifications in multiple areas. Ongoing instructional support is provided through Literacy Coaches, ELA and Math Leads on both the Elementary and Middle School level, as well as, the Borough Field Support Center (BFSC). Collaborative professional learning teams focus on analyzing student work samples and adjusting current and future units of study and upcoming lessons to align with grade-level and class-specific trends to increase student progress. This ongoing, peer-reviewed support provides our pedagogical staff with the necessary tools and skills to positively impact student progress and performance. Teachers working in conjunction with out-of-classroom support staff and administrators have ownership in the development and implementation of a standards-based curriculum and instructional program. Students receive targeted instruction using the most up-to-date research-based best practices in literacy and math. Teachers at P.S./I.S. 102Q are encouraged to share tested pedagogical practices that may benefit other teachers and groups of students through the use of peer-to-peer classroom Inter-visitations.

Students at P.S./I.S. 102Q receive a rigorous, academically challenging education. In addition to the Core Curriculum, students receive instruction from specialists in Science, Technology, the Arts, and Physical Education. The Cultural Arts are an integral part of school life. Students participate in visual, performance, and musical arts residencies including, Center for Architecture, Wingspan, Arts Horizon, LEAP, Jazz at Lincoln Center, Carnegie Hall, Young Runners supported by New York Road Runners, CHAMPS -cheerleading, and the Middle School Basketball League. A school band, chorus, and visual arts clubs provide students with creative outlets to foster unique talents and expose students to different avenues of learning. Technology is woven into the school day as students have access to computers, tablets, Smart Tables (Kindergarten), and Smart Boards in all content areas. Technology residencies, Lego, and portable computer labs support student engagement and learning. Designated classes receive ESL, RtI, or SETSS. Enrichment and academic intervention is provided to all classes.

Greater Ridgewood Youth Council (GRYC) hosts a SONYC After-School program for Middle School students providing homework assistance, recreational activities, and day trips during extended school breaks. GRYC also host a parent supported program for students in Kindergarten through 5th grade. Our students participate in several health and social awareness fund-raising campaigns: Coat Drive, Toy Drive, Penny Harvest and our Annual Food Drive. Additionally, community support is evident through the many grants received to support teaching and learning. We have received grants from Donors Choose, which aids our teachers with creating innovative classroom projects.

P.S./I.S. 102Q is host to a variety of school-wide events, which brings the entire school community together. Parents, students, teachers, and administrators come together and celebrate accomplishments and seasonal events: "Read Aloud Day," "Pumpkin Patch," "The 100<sup>th</sup> Day of School," "Winter and Spring Concerts," "Art Expo," "Earth Day/Arbor

Day,” “Career Day,” “Student VS. Faculty Basketball Game,” “The Science Fair,” and “Flag Day.” We, at P.S./I.S. 102Q, are proud of our school community and our students.

It is our mission at P.S./I.S. 102Q to ensure that our students learn in a nurturing environment that promotes high-level thinking, problem solving, and self-reliance. Our mission is to educate the whole child, foster curiosity and creativity, and prepare students for college and beyond. Our ethnically diverse community is united around its common goals: promoting academic excellence, as well as, shaping responsible citizens of the world. We are committed to meeting the needs of all learners and moving all students forward. Students, parents, teachers, instructional leaders, and other staff members form a dedicated, cooperative learning partnership driven by high expectations and a rigorous standards-based school community and curriculum.

## 24Q102 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	1300	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
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	21	# Music	19	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	73.9%	% Attendance Rate	96.1%	
% Free Lunch	73.9%	% Reduced Lunch	11.5%	
% Limited English Proficient	16.0%	% Students with Disabilities	11.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	1.6%	
% Hispanic or Latino	34.8%	% Asian or Native Hawaiian/Pacific Islander	60.3%	
% White	2.3%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	1	# 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)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.91	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	41.0%	Mathematics Performance at levels 3 & 4	54.1%	
Science Performance at levels 3 & 4 (4th Grade)	94.8%	Science Performance at levels 3 & 4 (8th Grade)	90.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

In reviewing the 2014-2015 Fountas Benchmark Assessments in Grades K-2, the percentage of students below grade-level:

- Kindergarten was 33%
- 1<sup>st</sup> grade was 34%,
- 2<sup>nd</sup> grade was 26%.

While the data shows that most students are progressing to meet anticipated end-of-year goals, with targeted instruction, the number of students below grade-level can decrease to have a greater percentage of our students end their respective school-year on or above grade level.

In Grades 3-8, the percentage of articulating students below grade-level on the “Comprehension of Informational Texts” using the i-Ready Assessments for 2014-2015 are:

- 3<sup>rd</sup> grade was 38% (66 students),
- 4<sup>th</sup> grade was 42% (66 students),
- 5<sup>th</sup> grade was 54% (89 students),
- 6<sup>th</sup> grade was 45% (74 students),
- 7<sup>th</sup> grade was 36% (43 students),
- 8<sup>th</sup> grade was 44% (55 students).

As this specific type of reading is a focus of the NYS ELA Common Core Exam in the latter half of 2016, targeted instruction will see an increase in the number of students on grade-level at the end of their respective school year.

### 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, in order to meet Grade Level standards for all students in ELA for grades K-8, teachers will provide student data-driven, small group and/or one-to-one, standards-based instruction to show an increase of 10% in the number of students on or above grade-level on each grade level in grades K-2 using the Fountas benchmark assessments and a 10% increase in the number of students on or above grade level in grades 3-8 in the “Comprehension of Informational Text” using the i-Ready assessment program.

**Part 3 – Action Plan**

<p><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></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 Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Fountas at specific intervals over the course of the year provide a baseline of student understanding, allows teachers to develop small-group lessons for targeted instruction, and provides an assessment that measures growth</p>	<p>Gen. Ed, ELL, SWD, STH</p>	<p>October 2015-June 2016</p>	<p>Classroom teachers, Push-In Support Staff, &amp; Parents</p>
<p>Guided Reading groups and small groups for strategy lessons will focus on skills and strategies that will scaffold student learning to make a measurable impact on student achievement in the targeted learning areas.</p>	<p>Gen. Ed., ELL, SWD, STH</p>	<p>October 2015-June 2016</p>	<p>Classroom teachers, Push-In Support Staff</p>
<p>Student work analysis for three primary subgroups will give teachers more individualized data to allow classroom teachers to work in conjunction with support staff, such as ESL teachers, SETSS, and AIS/Rtl teachers, in order to make measurable academic gains.</p>	<p>ELL, SWD, STH</p>	<p>October 2015, February 2016, &amp; May 2016</p>	<p>Horizontal Techer Teams</p>
<p>Parent workshops addressing key educational concepts will support parents so that they can use strategies that they have learned to create a bridge between school and home.</p>	<p>Gen. Ed., ELL, SWD, STH</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Parent Coordinator, CBO</p>

**Part 4 – Budget and Resource Alignment**

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

Wonders, & CodeX literacy programs, Read 180 intervention program, Fountas Response to Intervention staff (RtI), English as a Second Language (ESL) staff

**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		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.

We will use the Fountas and the i-Ready Benchmark Assessments to monitor and assess the progress of our students. The second round of the above mentioned assessments will take place during late January 2016 and early February 2016.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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></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> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <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.

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

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

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

**Part 1 – Needs Assessment**

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

**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.

**Part 3 – Action Plan**

<p><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></p> <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>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

--

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	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.

--

**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.

In review of the 2014-2015 School Quality Review, our Teacher Teams are in place and demonstrating the foundational work of student data analysis: organized team meetings, analyzing student work trends, creating an action plan on each grade level, and revisiting the efficacy of the plan. Teacher teams will take the next steps of working with specific sub-groups of students (ELLs, SWD, & Above Grade-Level) and creating and adjusting plans to see student growth in key writing traits (i.e., organization, focus, and coherence) areas.

### **Part 2 – Annual Goal**

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

By June 2016, to develop a culture of teacher leadership and meaningful data analysis, 100% of teachers will, in flexible self-selected groups based on similar Problems of Practice, engage in at least two inquiry cycles of professional learning to collaboratively research and apply best practices to address an authentic need. Directing their own professional learning, teachers participate in six-week cycles of structured activities during Monday afternoons to identify and address self-generated Problems of Practice that are relevant and meaningful for their students. Inquiry topics on cycle 1 include: Analyzing student writing trends across grade levels (Vertical Teams) and across individual classrooms (Horizontal Teams) to ensure purposeful student grouping; embedding thinking rigor in math tasks; incorporating best practices in ENL; generating common assessments to monitor higher-order thinking; as well as incorporating writing opportunities in the ReadyGen curriculum. As a result of all teachers participating in authentic inquiry as professional learning, we expect to see at least a 3% increase in students proficiency on both the ELA and math state exam in grades 3-8.

### **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> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Student Data Analysis Protocol will be used by teacher teams to create cohesion across the respective grades and throughout the K-8 continuum.</p> <p>Job-embedded professional learning to develop teach capacity to engage in collaborative inquiry to support learning for all student sub-groups</p>	<p>ELL, SWD, Above-Grade Level Students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals, Principal, Professional Learning Committee</p>
<p>Parent Outreach will support the school/home connection by scheduling parent/teacher meetings to review individual student progress on writing pieces so that the P.S/I.S. 102Q families are aware of the successes and the areas of need for their children.</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Support Staff, Administrators</p>
<p>Professional Development focused on supporting teachers through the use of the Danielson Framework for Teaching as a guideline and through the use of Inter-visitations to develop sound pedagogy among the staff.</p>	<p>Classroom Teachers, Support Staff</p>	<p>September 2015-June 2016</p>	<p>Literacy Coaches, Administrators, Classroom Teachers, BFSC</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>										
<p>Wonders, &amp; CodeX literacy programs, Read 180 intervention program, Fountas Response to Intervention staff (RtI), Literacy Coaches, English as a Second Language (ESL) staff, District and BFSC Workshops</p>										
<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		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**

**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.

Inquiry teams will reflect on the impact of their work one month after each inquiry cycle. Teachers and Assistant Principals will share student data, track student and class trends, and share best practices in order to monitor student progress in January and in May. By February 2016, all teacher teams, either grade-level or horizontal teams, will have identified 1 problem of practice, researched methods for improvement, designed an action plan, implement the plan, and reflect on it's efficacy.

**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.

In reviewing Parent feedback from the 2014-2015 school year, parents were satisfied with the teacher-led workshops in 5<sup>th</sup> Grade covering Common Core Math concepts and the My Math program, in 4<sup>th</sup> Grade covering Common Core Math strands, as well as, summer strategies to prepare students for the following year, in 3<sup>rd</sup> Grade covering problem-solving strategies and the My Math program, and our Middle School Urban Advantage workshops that introduced parents to middle school science concepts. Parents across all grade levels are asking for more workshops that focus on Common Core concepts, behavior management techniques, homework help, educational family programs, and social-emotional growth tied to academic progression.

### 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, to continue fostering the academic best practices, educational concepts, and social-emotional growth of their students at home, teachers, working in conjunction with the Parent Coordinator, will volunteer to host teacher-led and/or community-based organization led parent workshops that suite the needs of parents in the three grade bands: Kindergarten-2<sup>nd</sup>, 3<sup>rd</sup>-5<sup>th</sup>, & 6<sup>th</sup>-8<sup>th</sup> by using in-house parent surveys and workshop exit slips to measure the efficacy of the workshops and parent satisfaction with the workshops of at least 85% over the course of the school year.

### 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> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent Survey results will be used to create topics that are of interest to our diverse parent community. The surveys will be distributed in September 2015 and again in February 2016.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Parent Coordinator, Administrators</p>
<p>Workshop Exit Slips will be used at the end of each Parent Workshop as the data collection tool. This data will allow the school to tailor future Parent Workshops</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Support Staff, Parent Coordinator, Assistant Principals</p>
<p>Parent Workshops will focus on the academic and social development of our student population in order to support our parent community.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Support Staff, Parent Coordinator, Community-Based Organizations, Administrators</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>										
<p>In-house parent surveys, Community Based Organization programs, teacher-led workshops, Parent Coordinator-led workshops</p>										
<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		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>
<p>The Parent-Coordinator, Assistant Principals, and classroom teachers will keep track of parent attendance and use the parent surveys and workshop exit slips to revise future workshops to address parent needs, while retaining practices that were well-received by the parent community. By end of October 2015, the Title I Parent meeting will give the</p>

parents the opportunity to decide how best to use the Title I funding for parent outreach. By the end of February 2016, parents will be surveyed to measure the satisfaction rate with the workshops that were created with Title I funding.

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA Exam,  i-Ready Benchmark Assessments,  F & P Benchmark Assessments (K-2)	Guided Reading, Small-group strategy lessons, Differentiated Entry Points	One-to-One Conferencing,  Small Group,  i-Ready intervention lessons	Early Morning Programs,  push-in/pull-out services during the school day,  After-School Programs
<b>Mathematics</b>	NYS Math Exam,  i-Ready Benchmark Assessments,  Math Exemplars	Small-group strategy lessons, Differentiated Entry Points	One-to-One Conferencing,  Small Group,  i-Ready intervention lessons	Early Morning Programs,  push-in/pull-out services during the school day,  After-School Programs
<b>Science</b>	4 <sup>th</sup> Grade NYS Science Exam (for 5 <sup>th</sup> Grade), Unit Assessments	Curriculum Compacting,  Hands-on Lab Practice  ELA Reading Support Strategies	One-to-One Conferencing,  Small Group	During the school day,  After-School Program
<b>Social Studies</b>	End-of-unit assessments	ELA Reading Support Strategies,  Social Studies Curriculum imbedded across content areas	One-to-One Conferencing,  Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEPs, Referrals, Western Queens counseling,  Conflict-Resolution	Peer Mediation,  Independent & Group Counseling sessions,  Peer Mediation,	Individual or Group sessions	During the school day

		Assembly Programs		
--	--	-------------------	--	--

## 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.
As of the 2015 NYS BEDS Survey all of our teachers are highly qualified. Prospective teachers go through a multi-tiered interview process consisting of an interview with members of the administration and school support staff. All applicants possess the required license/certification for their particular assignments. Once a teacher is hired, they receive in-house professional development on specific pedagogical practices employed at P.S./I.S. 102Q from our literacy coaches, literacy leads, math leads, and mentor teachers. All new teachers that are required to receive mentoring services are assigned an official mentor aligned to their license area that is tracked within the Mentoring Tracking System . We currently recruit teachers who hold multiple certifications across grades, content areas, and specialty areas (i.e., Special Education and TESOL). Our teachers participate in various teacher-led school committees and are involved in professional learning groups to share best practices to develop and improve their practices to improve student outcomes.

#### 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).
Monday afternoons, from 2:40PM-4:00PM, is dedicated to Collaborative Learning where we promote the "Teachers teaching Teachers model." Teachers lead professional development sessions on topics of high interest based on a needs assessment survey completed in September. Additionally, teachers will be working on a student analysis protocol, which gives each teacher on a grade-level opportunity to lead an in-depth analysis of student writing trends. Teachers will attend professional development with the and turn-key that information to the targeted P.S./I.S. 102Q staff members.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

i-Ready was chosen as our school-wide measure in lieu of periodic assessments. An evaluation of i-Ready data, end-of-unit Performance Based Assessments (PBAs) from Wonders , ReadyGEN along with results of the NYS assessments, is completed by classroom teachers with assistance from the Assistant Principals, and is used to inform decisions for the formation of appropriate student grouping, Rtl groups, and Early Morning and After-School programs. Additionally, students in Kindergarten, 1<sup>st</sup> , and 2nd grades take part in the Fountas to determine a student’s reading level.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	602,770.00	X	12, 18, 20

Title II, Part A	Federal	135,665.00		
Title III, Part A	Federal	21,872.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,755,140.00	X	12, 18, 20

**<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 K with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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.

P.S./I.S. 102 Queens

William Ko

Principal, IA

Matthew Borelli Catherine Mul É Jacqueline Atkins

Assistant Principals

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

**P.S./I.S. 102Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>PS/IS 102 Bayview</u>	DBN: <u>24Q102</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

planning meeting was held prior to the start of the residency to ensure collaborative instruction.

-

### Part C: Professional Development

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

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

Begin description here: \_

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

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

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

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

-

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

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

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

-

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

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

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

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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> </ul>	_____	_____

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><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>24</b>	Borough <b>Queens</b>	School Number <b>102</b>
School Name <b>P.S./I.S. 102 Bayview</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>William Ko</b>	Assistant Principal <b>Catherine Mule</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Josephine Bagni</b>	School Counselor
Teacher/Subject Area <b>Cara Patalano/ENL Teacher</b>	Parent <b>Jodi Tien</b>
Teacher/Subject Area <b>Janine Eliades/Math</b>	Parent Coordinator <b>Massiel Gonzalez</b>
Related-Service Provider <b>Tara Hagler/Speech</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### 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	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1315</b>	Total number of ELLs	<b>169</b>	ELLs as share of total student population (%)	<b>0.00%</b>
--	-------------	----------------------	------------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														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>	169	<b>Newcomers</b> (ELLs receiving service 0-3 years)	139	<b>ELL Students with Disabilities</b>	32
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	25	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	139		17	25		10	5		5	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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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	14	8	12	4	4	6	4	1	7					0
Chinese	18	13	17	6	4	4	1	3	2					0
Russian	0	0	0	1	0	0	0	0	0					0
Bengali	2	0	0	1	0	0	1	0	0					0
Urdu	1	0	0	0	0	2	0	0	1					0
Arabic	1	1	0	0	0	0	0	0	1					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	1	0	0	0	0	1	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	1	0					0
Other	3	4	3	4	4	4	2	1	1					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> (Beginning)	19	3	3	1	4	5	0	1	1					0
<b>Emerging</b> (Low Intermediate)	5	2	11	1	0	2	0	0	3					0
<b>Transitioning</b> (High Intermediate)	6	3	1	1	2	4	1	1	5					0
<b>Expanding</b> (Advanced)	10	16	17	14	5	6	7	4	4					0
<b>Commanding</b> (Proficient)	0	12	15	14	3	3	2	3	3					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	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	12	24	31	20	7	9	7	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	0	0	0
4	7	1	0	1	0
5	7	0	0	0	0
6	4	3	0	0	0
7	8	1	0	0	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	3	4	2	0	2	0	0	0	0
4	6	2	1	0	3	0	1	0	0
5	5	0	1	0	1	0	0	0	0
6	5	0	1	0	0	0	0	1	0
7	4	0	4	0	1	0	0	0	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		5	1	4	0	3	0	0
8					3	2	1		0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses i-Ready to assess the early literacy skills of ELLs. This data shows that more early intervention is needed. The specific data accumulated from these assessments helps teachers to recognize students' specific weaknesses. It helps provide insight so that teachers can form groups and set individualized goals for students. In addition, our school also assesses early literacy skills by completing on-going Fountas and Pinnell running records. Teachers do formal and informal assessments, and keep conference notes and student portfolios to help determine what differentiated instruction is needed. This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

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

	K	1	2	3	4	5	6	7	Totals
Entering	1	4	1	5	3	1	1	1	17
Emerging	2	4	0	0	1	0	1	2	10
Transitioning	3	1	1	2	3	1	1	5	17
Expanding	13	15	12	5	6	9	4	2	66
Commanding	14	18	14	1	3	2	4	2	58
Totals	33	42	28	13	16	13	11	12	168

From the Spring 2015 NYSESLAT, the following data was revealed: 10% of students scored at the Entering level, 6% of students scored at the Emerging level, 10% at the Transitioning level, 39% at the Expanding level and 35% scored at the Commanding level. This tells us that three-quarters of all ELLs tested scored at either the Expanding or Commanding levels. More specifically, out of ELLs tested in grades K-2, 83% scored at the Expanding or Commanding levels and 17% scored at the Entering, Emerging and Transitioning levels. In grades 3 and up, 58% scored at the Expanding and Commanding levels and 42% scored at the Entering, Emerging and Transitioning levels.

When comparing results to the 2014 NYSESLAT, the following was revealed: The percentage of Beginner (Entering) increased from 7% to 10%. The percentage of Intermediate (Emerging and Transitioning) students decreased from 21% to 16%. As for the Advanced (Expanding) students, the percentage remained the same at 39%. Proficient (Commanding) students increased from 33% to 35%.

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 Tool to gather information about Annual Measurable Achievement Objectives. The ENL Coordinator downloads the RLAT, RNMR, and RESI reports from ATS and inputs them into the AMAO Tool. Once the information from the reports is placed into the tool, we can use the data to drive instruction. At this time, data for AMAO is not available. However, we are able to see which students attained proficiency by looking at AMAO 2. In addition, our school uses the tool to look at early warning indicators for individual students. These students are discussed case-by-case and additional support services are provided, if needed. Additionally, all ENL teachers gather more information about the students they service by looking at the important notes for each child section. These notes give us information about the child's educational history including, absences, holdover status, at-risk level, ELL status, NYSESLAT level and much more. This information gives the teacher a detailed background of each student, which is crucial to planning and providing instruction that specifically targets each child.

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?

4. a. The patterns across proficiencies and grades are noted above. These patterns prove that students are yielding positive results on ENL Assessments and making strides in their English proficiency. ELL students have the option to take the New York State Math and Science Exams in their native language. When taken in their native language as compared to in English, the exam results tended to yield higher scores, but not across the board.

4. b. The ELL Periodic Assessment is not administered.

4. c. The ELL Periodic Assessment is not administered.

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](#).]

Teachers and school leaders use data to determine when it is necessary to adjust instruction for all ELLs. During our school's RTI meetings, the team discusses and reviews students across all grade levels that are at-risk and need further intervention. The team identifies what, if any interventions are already in place, and what the next steps are. A student's progress is monitored and data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. If an ELL seems to be struggling, we look at what instruction the student is receiving (Tier 1, Tier 2, Tier3), what the results are and if any adjustments need to be made. We then devise a plan for the student's improvement. If a student continues to demonstrate difficulties and challenges despite supplementary instructional supports and interventions (Tiers 2 and 3) provided over an appropriate period of time, then the team will re-evaluate the case and take further action.

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

We make sure that a child's new language development is considered in instructional decisions by first determining their English language strengths and weaknesses. Once we determine a student's deficiencies, we provide that student with opportunity to build her skills across all content areas. Teachers use appropriate scaffolds in daily lessons to allow ELLs access to the same learning as our general education students.

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).

Student success is measured in a variety of ways. Teachers use both informal and formal assessments to measure student progress. Informal assessments such as running records, student portfolios, i-ready assessments, individualized student goal sheets, and ReadyGen and CodeX assessments are used periodically throughout the year. Formal assessment such as the NYSITELL, NYSESLAT, and Periodic Assessments in ELA and Math and other state exams are given to ELLs throughout the year and the results are analyzed. In order to measure success, we look for steady progress and individual growth in every student.

## Part IV: ELL Identification Process

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

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

Upon registration, all parents complete a Home Language Identification Survey (HLIS), indicating whether and to what degree their child uses a language other than English at home. A licensed pedagogue, usually an ESL teacher, is available to guide and assist parents in filling out the HLIS and conducting an interview with the parent and child. All ESL teachers submit a copy of their schedule to the main office. When a parent comes in to register their child, the secretary looks at the schedule to see which ESL teacher is available to conduct the interview and assist the parents in filling out the HLIS. If no one is available, the secretary will then schedule a time for the parent to return when someone in the ESL department is available. When conducting the oral interview with parents who are not fluent in English, our school provides translators in the two dominant languages within the school - Spanish and Chinese. Trained teachers who are fluent in Spanish and Chinese provide the translations. In addition, over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

Once the HLIS is completed, the student’s home language is then determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. If the student’s home language is English, the ELL Identification Process terminates at this step. If the student’s home language is not English, a more in-depth interview is conducted. This may include reviewing the child’s schoolwork (if available), reviewing the Individualized Education Program (if applicable), and informally assessing the student’s English proficiency using grade level material. At this point, the determination on whether or not the student is eligible to take the NYSITELL is made. All eligible students are tested within 10 school days. Additionally, all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB during the same 10-day testing window.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. Parents receive all letters in their preferred language.

We provide the parents of the newly identified ELLs to attend an orientation that describes the three different program options available to ELLs. The orientation is held in the school’s cafeteria and the parents are broken up into groups, according to their home language. A video that describes the three choices is shown in the parents’ preferred language. Additionally, translators are available at the orientation in Spanish and Chinese, the two dominant languages in our school. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. Parents receive all letters in their preferred language.

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).

Within 30 days of enrollment, the following steps are taken to identify SIFE students: 1) The Oral Interview Questionnaire is administered. 2) For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

The information gathered from these assessments is highly informative for teachers, since these students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction.

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).

Our school’s LPT determines whether a student is eligible to take the NYSITELL. The members of the LPT are: Mrs. Bagni (ENL Coordinator), Catherine Mule (Assistant Principal), Jaqueline Atkins (Director of Special Education) and the parent of the student being

evaluated. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. The LPT analyzes all of the evidence conducted, including interviewing the student, the student's history of language use in the school and home, and Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT will make the determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee within 10 school days. If the superintendent determines that the student must take the NYSITELL, then we administer the NYSITELL within 5 school days. We also contact the parent/guardian at this time. We place the completed Language Proficiency Team NYSITELL Determination Form in the student's cumulative folder.

The same protocols mentioned above are followed to identify SIFE students.

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.

Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters, in the parents' preferred language. The ENL Coordinator, Mrs. Bagni along with the ENL Department (Mrs. Patalano, Mrs. Kim, Ms. Cervinaro, Ms. Rodriguez, Mrs. Chiofalo and Mrs. Connolly) are responsible for this process. Dated and signed letters are retained in the student's cumulative folder.

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).

At the parent orientation, the ENL Department informs parents that they have the right to appeal ELL status within 45 days of enrollment. Translators in Spanish and Chinese are available at the orientation to provide this information to parents. If other languages are preferred, an ENL teacher will call the Translation and Interpretation Unit to provide the parent with the information. The ENL Department will initiate a review of the ELL status determination upon receipt of a written request from the student's parent/guardian. All letters received are dated, copied and placed in the "Appeals" folder and kept on file in the ENL office.

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.

All Parents of newly identified ELLs are notified via a formal Entitlement Letter in the parents' preferred language and are invited to attend a Parent Orientation. The invitations are sent by the teachers in the ENL Department in the parents' preferred language. When parents attend the orientation, they are familiarized with the three types of ESL programs available. This orientation is conducted within the first ten days of the students' enrollment. During the orientation, parents are broken up into groups, based upon their native language. An ENL teacher facilitates each group and presents them with the Parent Orientation video in their preferred language. This video describes the three instructional programs that are available in New York City (Transitional Bilingual Education, English as a Second Language (ESL), and Dual Language). During the orientation, the ENL Department also provides parents with information on standards, curriculum, and assessments. Additionally, they provide information on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. We have staff members within our school that interpret this information for parents. Two of our ENL teachers, Ms. Cervinaro and Ms. Rodriguez, are available to translate in Spanish. In addition, Mrs. Chaung is available to translate for Chinese speaking parents and Ms. Ahmed for Urdu speaking parents. If we require an interpreter for any language that is not spoken by our school staff, the ENL Department contacts the Translation and Interpretation Unit.

After parents are informed of all three program models at the parent orientation, we provide them with a Parent Survey & Program Selection Form (in the parents' preferred language), where they can indicate their program choice. Parents who have previously chosen a TBE/DL program are contacted by phone from someone in the ENL Department if one of these programs becomes available. They are contacted by someone who speaks their native language. If no one is available, the ENL teacher uses the Translation and Interpretation Unit to assist him or her in providing the parent with this information.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at our school; otherwise, the student is placed in ENL. The ENL Department documents all attempts to gather initial parent selection preference. All documentation is kept on file in the ENL office.

As forms are completed, the ENL Department enters parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) within 20 school days.

ALL completed Parent Survey & Program Selection Forms are retained in the student's permanent record and accessible for State or City audits and reviews. A copy is also kept on file in the ENL office. Additionally, A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.

Parent Orientations are on-going throughout the school year and are offered during AM and PM hours to accommodate the parents' schedules. Agendas and attendance sheets from these meetings are kept on file so that we can maintain accurate records of who attends the meetings.

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 Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. All letters are distributed to parents within the first 5 days of school. Teachers use their class rosters that contain the names of all identified ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will follow up with a phone call. They will explain the importance of returning the form and tell the parent that if the form is not returned promptly, their child will be assigned as a student in need of a Transitional Bilingual Program as per CR Part 154.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents who do not return the Parent Survey and Program Selection forms in a timely manner are contacted by someone in the ENL Department. If the parent speaks Spanish, one of our Spanish speaking ENL teachers will contact the parent by telephone. If the parent speaks Chinese, we will ask Ms. Chung to assist the ENL teacher in contacting and speaking to the parent. Ms. Ahmed will assist the ENL teacher for Urdu speaking parents. If we require an interpreter for any language that is not spoken by our school staff, the ENL Department contacts the Translation and Interpretation Unit.

Checklists are kept on file to maintain accurate records of which students' forms have been returned. Additionally, a log is kept to record the dates that parents were contacted, either by phone or email to request that the forms are returned.

9. Describe how your school ensures that placement parent notification letters are distributed. Our school uses checklists (by grade and class) to ensure that placement letters are distributed to appropriate parents and collected in a timely fashion. The ENL Department is responsible for organizing and distributing the placement parent notification letters. All letters are sent to the parents in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are kept in the student's cumulative record. These documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Once all forms are collected and accounted for, the ENL Department makes a photocopy of each one to keep on file. We have a binder for each type of form and the copies are placed in the appropriately labeled binder and organized alphabetically by grade. The binders are stored in the ENL office. All staff members who work with ELLs have access to these files that are retained in the ENL office.
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. Our ENL Department effectively administers the New York State English as a Second Language Achievement Test (NYSESLAT) each spring. Firstly, The ATS report used to determine NYSESLAT eligibility (RLER) is printed to cross reference with the ELL rosters to make

certain that all eligible students are tested. The ENL Department creates a testing schedule and notifies the classroom teachers what days their ELLs will be participating in the NYSESLAT. Once the testing window begins, the ENL teachers begin by individually administering the Speaking part of the test to all ELLs. This testing starts on the date indicated on the testing schedule and is completed within the testing window. As per the protocol, the Speaking test is given to a child by an ENL teacher or a trained pedagogue that does not service the child during the school year. Once the testing schedule indicates, the ENL teachers begin to administer the group parts of the exam. Each part is administered separately, and the students are tested in groups for these sections. The groups are based on grade level and group size. The ENL teachers ensure that the sections are not timed, and that students are tested in a quiet setting, free from distractions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school uses checklists (by grade and class) to ensure that continued entitlement and transitional support parent notification letters are distributed to appropriate parents and collected in a timely fashion. The ENL Department is responsible for organizing and distributing the placement parent notification letters. All letters are sent to the parents in their preferred language.
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 over the last few years shows that the majority of parents have selected the English as a New Language Program. In the previous school year (2014-2015), there were six parents who chose a program other than Freestanding English as a New Language as their first choice. Out of these parents, four chose the Transitional Bilingual Program as their first choice. Two of the parents were Spanish speaking and the other two Chinese. The remaining two parents chose Dual Language as their first choice. These parents were Spanish speaking and their children were in Kindergarten. Two years ago (2013-2014), there was one Kindergarten parent who chose a Bilingual Spanish Education Program as their first choice and one Kindergarten parent who chose a Chinese Bilingual Education Program as their first choice. We currently only offer Freestanding English as a New Language at our school, which is aligned with our parent requests. As per Aspira Consent Decree, schools require the opening of a bilingual program, if in kindergarten to grade 8, there are 15 or more ELL students who speak the same language in one or two contiguous grades. If we have the appropriate numbers to open up a bilingual class, we will begin to research on how to develop and implement this instructional program

## 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.

We currently have seven certified ENL teachers servicing the ELL population in our school. We use both the push-in model and co-teaching models to service these students. We refer to the new CR Part 154 requirements for English as a New Language to assure that our ELLs are receiving the mandated units of both standalone and integrated ENL. When teachers use the co-teaching model, they are providing integrated ENL during ELA or other content areas, depending on the students' level of proficiency within that class. ENL teachers collaborate with classroom teachers to provide differentiated instruction to support the ELLs in ELA or other content areas. The overall goal is to incorporate ENL strategic instruction and methodologies in every lesson. When teachers use the push-in model, they are working with students in small groups, based on proficiency levels and providing either standalone or integrated ENL to that group.

At the end of every school year, administrators, classroom teachers and ENL teachers collaborate to reorganize the ENL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in order to meet the mandated number of instructional minutes. Many classes with large a large number of ELLs are homogeneously grouped (for example, former ELLs were all placed in the same class on each grade). This helps teachers target specific needs of and maximize instruction.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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

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

Our school refers to the new CR Part 154 requirements in order to ensure that the mandated number of instructional minutes is provided to all ELLs. Our Entering students receive a total of 360 ENL minutes per week, 180 of which are standalone ENL and 180 are integrated ENL/ELA. Our Emerging students also receive 360 ENL minutes a week. They receive a minimum of 90 minutes of standalone ENL and a minimum of 180 minutes of ENL/ELA. The remaining 90 minutes can be utilized by either providing additional standalone or ENL (with ELA or any other content area) support. Our Transitioning and Expanding students receive a total of 180 minutes of ENL instruction per week. Transitioning students receive a minimum of 90 minutes of integrated ENL/ELA and the other 90 minutes can be used by either providing standalone ENL or ENL (with ELA or any other content area) support. Expanding students receive all 180 minutes as integrated ENL/ELA or other content area. Under the new regulations, former ELLs are also entitled to receive ENL support for two years. Therefore, our Commanding students receive 90 minutes of ENL instruction a week. They receive 90 minutes of integrated ENL/ELA or other content area.

The ENL teachers customize their programs and schedules based on their students' proficiency levels to ensure that the mandated minutes are met.

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.

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

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

Our ELL students are appropriately evaluated in their native language through the Spanish LAB as well when they take the Math and Science state tests in grades three and up. ELLs who choose to, can take the test in their native language, rather than in English. Their responses are then translated by a staff member who speaks the same native language. Once translated, the responses are evaluated and scored.

We also provide glossaries/bilingual dictionaries as instructional supports during the school day and if necessary for their use on informal/formal assessments.

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

We appropriately evaluate ELLs in all four modalities by using a combination of formal and informal assessments. We informally observe ELLs by taking anecdotal notes during classroom observations, we assess students' speaking skills through their participation in team talks and classroom discussions, we elicit student responses to evaluate listening skills, and we formally assess reading and writing skills through end of unit assessments, state assessments, i-ready pre- and post-tests and classroom work.

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. We differentiate instruction for ELL subgroups in many ways. Students with Interrupted Formal Education (SIFE) are placed in the most appropriate classrooms based upon their academic level, age, and English proficiency level. Each individual case is treated with care, and we offer as many additional services as possible to the student to help bridge the academic gap in their education. These students will receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will also provide additional interventions during the school day based on the student's individual needs. We will also offer the student an opportunity to attend our ENL Early Morning or our After School Program. Additionally, SIFE students will receive emotional support from the guidance department.
  - b. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels in order to make sure that they are properly serviced. These newcomers receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. Newcomers are invited to attend the ENL Early Morning Program in which they will receive 60 minutes of instruction that is geared to helping them acquire proficiency in the English language. Teachers will work on conversational skills and help students acquire academic language through meaningful Read Alouds. In addition, for non-English speaking, newly admitted Kindergarten students, there is a daily beginner's program in place. Each day students receive instruction to help build their phonetic awareness, increase their vocabulary, and increase their speaking and listening proficiency in English.
  - c. Our 4-6 year ELLs receive the mandated number of minutes per week of ENL instruction based on their proficiency level and in accordance with NYS CR Part 154. We continue to provide instruction for this subgroup based on their proficiency level and NYSESLAT modalities. Students are grouped based on their needs and small group instruction is provided to help students become proficient in all four modalities. During small group instruction, teachers use the Comprehension Strategies Kit to reinforce key skills and strategies and build academic language using both fiction and nonfiction texts. Developing students are also invited to attend the ENL Early Morning Program where they will receive 60 minutes of instruction once a week.
  - d. For long term ELLs, we study each case and decide what other services should be provided, such as Rtl, Early Morning Program, and/or After School Programs.
  - e. As for former ELLs who are in years 1 or 2 after testing proficient, we help make their transition out of ENL as smooth as possible. We provide these students with the mandated number of ENL minutes per week according to the CR Part 154. These students receive 90 minutes of small group instruction by an ENL teacher to strengthen literacy skills across the content areas.

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. The ENL Department alongside the Testing Coordinator, Mrs. Beltran, determines which accommodations are most suitable and beneficial for each ELL. ELLs are entitled to using these accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs do not receive testing accommodations on the NYSESLAT. Our school provides testing accommodations to ELLs, as needed, on all NYS ELA and content area assessments (mathematics, science and social studies). We make all necessary arrangements to make these accommodations available for ELLs who need them.

In addition to testing accommodations, ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). These glossaries are given to the student in their preferred language.

Additionally, for state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. Oral translations for low incidence languages are not allowed for English Language Arts examinations. If necessary, we will provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED.

- 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.

We have not had any cases that involve the Re-Identification Process. If we should come across this in the future, the following protocol will be in place: Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the

determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent. Final decision notification will be in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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

We incorporate a variety of strategies, while using grade-level materials to accelerate English language development and make academic content more accessible for our ELLs-SWDs.

In our self-contained K/1 class, uses the Wonders Program to provide access to academic content and accelerate English language development by building academic language and deconstructing the text to make it more accessible to students. Teachers of ELLs-SWDs in grades 1-5 use the ReadyGen instructional program for reading and writing. This program uses a variety of fiction and non-fiction selections and is based upon the Common Core State Standards. Tier II and Tier III vocabulary is taught in this program so that students can understand content and increase their academic language bank simultaneously. Classroom teachers and ENL teachers of ELL-SWDs use many ENL strategies such as teaching vocabulary through Shades of Meaning, using TPR, building background knowledge, using thinking maps, deconstructing sentences and incorporating a lot of visual supports. These strategies help to scaffold the content and increase students' English reading and writing skills. In grades 6-8, The Read 180 and Code X programs are used and also include additional adaptations for each lesson that can be used to differentiate instruction for ELLs-SWDs.

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

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

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

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

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> 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> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

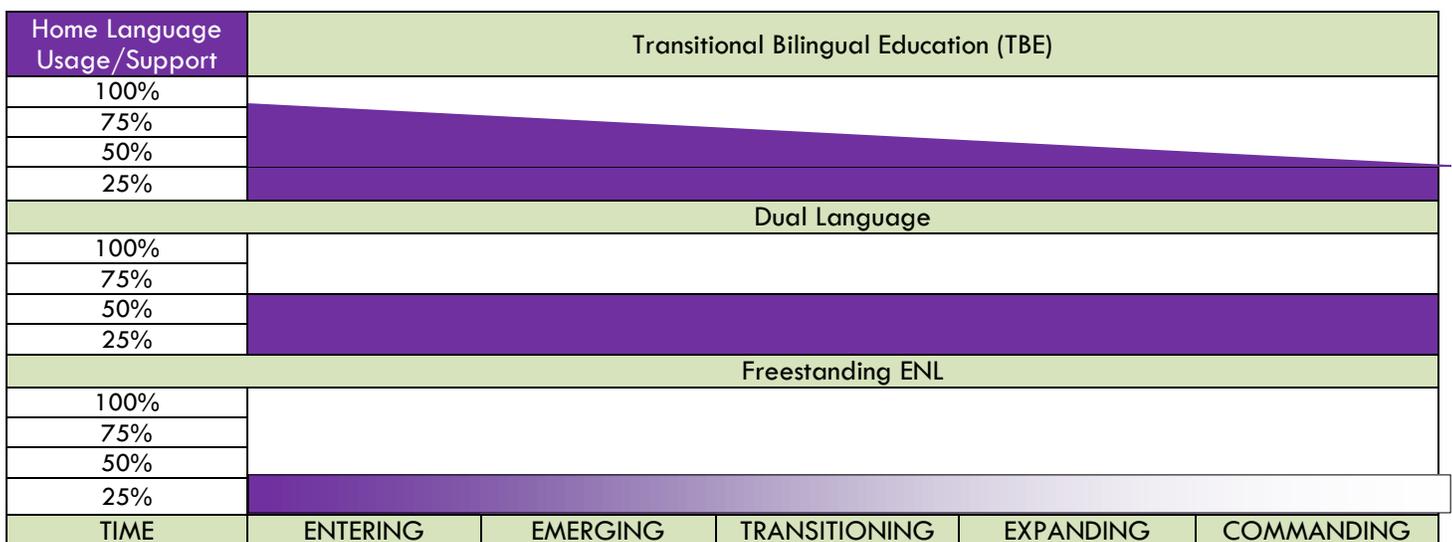


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**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 Response to Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan and determines what additional services the students need.

During ELA, teachers may provide additional support for ELLs by using the Sundance Comprehension Strategies Kits for both fiction and nonfiction. Teachers can use these kits during small groups to provide targeted instruction to students with similar needs. Within the My Math program, teachers scaffold instruction for ELLs and use hands on activities to support instruction. In other content areas such as Science and Social Studies, teachers may provide ELLs with bilingual dictionaries to help them understand content specific vocabulary. They also support instruction by bringing in supplemental materials such as, video clips, pictures, realia and other resources that help make content comprehensible to ELLs. In Science, teachers may also use the SRA Science Photo Library Kit which includes a photograph and translations of the word in over ten languages.

In our Extended Day Title III program, we offer additional support to Newcomers and Developing ELLs in ELA and Math. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in ELA, Science and Math. All programs are taught in English and are implemented using ENL methodologies. Native language may be used in all content areas by offering students bilingual dictionaries and using the photo cards.

Data is gathered through informal assessments in Science, Social Studies and Math as well as i-Ready in ELA and Math. Item analysis reports for both Math and ELA are also used to gather data on specific skills.

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

Our current program is meeting the diversified needs of our ELLs in both content and language development. We work with our ELLs on classroom content and incorporate ENL methodologies and strategies to help make this content more accessible to them. As we do this, we are simultaneously building language through explicit teaching of academic vocabulary, deconstructing complex sentences, and providing students with a safe environment to practice their English skills in a small group setting. Teachers provide scaffolds in Social Studies, Science, Math and ELA to make content more accessible to ELLs. Assessments such as teacher made tests/quizzes, end of unit Performance Based Assessments in ELA, i-Ready assessments in ELA and Math are used to gather data on students throughout the year.

All teachers are made aware that they are teachers of ELLs by receiving a roster at the beginning of the school year with the ELL status indicated for each student.

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

Some new initiatives for this year are: 1) recently mainstreamed ENL students will engage in mentoring with newcomers in a new guidance initiative; 2) ENL students will help translate authentic school documents and further engage with the school community; 3) ENL students will work on a website to showcase their unique journeys and stories.

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

We have decided to discontinue our computer-based program, Rosetta Stone. We feel that we can not justify the efficacy of this program based on cost and student growth. In addition, we had issues with the technology working efficiently with this program.

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

ELLs are offered equal access to all school programs during the school day and after school. ELLs are invited to attend curricular programs such as the Early Morning Program and the After School Programs, which assist students in achieving grade level performance. ELLs are also invited to participate in clubs such as, chorus, art, band, cheerleading, basketball and horticulture. They are additionally invited to participate in extracurricular activities such as Dance, Theater, Robotics and Chess that are offered as an enrichment program. Prior to the onset of the programs, letters are sent out to parents of all students, including ELLs, explaining the programs and asking for permission to attend. Once parent permission is received students begin participation until the conclusion of the program.

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

The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom, Photo Library and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, are available to teachers. In addition, sets of content related books in the areas of

Social Studies and Science are available for teachers to use during small group instruction. Students are encouraged to use native language glossaries in the content areas. The use of technology is encouraged through websites such as brainpopesl.com and starfall.com. In addition, Entering students use the website Duolingo to help them acquire basic vocabulary and develop English language. Our school has invested heavily in technology including laptop and tablet carts that the teacher can sign out for student use. Additionally, i-Ready offers online support for at home and school use by students. To support students in their native language, bilingual dictionaries are offered to students in their preferred language. Teachers also give students access to SRA Photo Library kits, which translates vocabulary in over ten languages. Students are also encouraged to use the website or app Duolingo, to help them build English language skills. This tool supports the student in their native language, while helping them acquire English.

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

In our Freedstanding ENL program we promote the use of the students' home language where it is helpful. We encourage students to transfer their Native Language skills whenever possible through the use of glossaries and library books. We ask students to use their Native Language to help newly admitted students when necessary. We often place students with little or no English in partnerships or triads that include a student who speaks the same Native Language. In this way the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas.

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

The ENL program supports students using developmentally appropriate texts and materials that also correspond to the age and grade level of the students. The ReadyGen and Code X programs use Common Core approved non-fiction and fiction texts. Low level/high interest books are also available for student use during independent reading. Read alouds are chosen based on grade level appropriate texts from the Common Core library. Teachers adapt resources that are used for ELLs-SWDs by selecting texts and materials that correspond to their ages and grades, while being appropriate to their cognitive needs. The texts selected are within the unit of study and/or content that the students are focusing on.

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).

correspond to their ages This year we plan to hold an orientation session at the end of the school year for parents of Kindergarten students who are given the NYSITELL after June 1st and identified as ELLs. The orientation will provide parents with information about the school and the programs offered.

19. What language electives are offered to ELLs?

In terms of foreign language electives, currently our school offers one option. In grades 6-8, Italian is offered as a foreign language to all students. The students receive one instructional period of foreign language each day.

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.)
  1. Professional development at P.S./I.S. 102 is on-going. Professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. ENL teachers attend outside professional development workshops offered by Queens North Borough Field Support Center and turnkey information to the all teachers working with ELLs or any other staff members who work with ELLs. In addition, Schoolwide professional development sessions will be given during PD Mondays from 2:40 pm until 4:00 pm. Teachers, paraprofessionals and out of classroom staff attend these sessions. Topics will included ELLs and Content Area Vocabulary, Building Comprehension Strategies in ELA, Building Academic Language and Support for the NYSESLAT.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ENL teachers attend outside professional development workshops offered by Queens North Borough Field Support Center and The Division of English Language Learners & Student Support. They participate in intervisitation sessions with other schools and they participate in inquiry groups within the school to research and adopt best practices. When engaging in visiting other schools, ENL teachers observe best practices in ENL instruction and take notes that they can later turnkey to other staff members. During school-based inquiry groups, ENL teachers select a "problem of practice" that they wish to focus on. This "problem of practice" is a current challenge that ENL teachers face and view as a crucial area in need of learning. Through a six week cycle, teachers in each inquiry group will research the area of focus and conduct a book study, visit schools, watch videos and gather any additional materials that can support them in the area of need. At the end of the cycle, teachers will apply this new learning in their classrooms and decide if this new learning improved student outcomes.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are transitioned seamlessly into an academic rich environment. Therefore, the transition to middle school for our students is unencumbered, making it anxiety free for all ELLs. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and and classroom environments. In June, ELLs in grade five will be invited to attend a seminar given by the guidance counselor to inform them of the changes they may encounter in the 6th grade. To help students transition to high school, our school offers workshops, individual and group counseling sessions and information packets in a variety of languages. :
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development requirements as per the CR Part 154.2 are met as follows: ENL teachers will attend outside workshops as well as participate in individualized inquiry work during 50% of the Monday PD time. ENL teachers will lead Professional Learning sessions for all teachers to satisfy the 15% of the total hours required. A teacher log is kept on file in the Professional Learning Binder. The binder is kept in the main office. The log indicates the teacher's name, their position, the name and date of the ELL-specific professional development session they attended and the number of hours they received. A mid-year check point will be conducted in February to calculate the remaining sessions still needed for each teacher.

## 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?

Each ENL teacher will create a schedule for the year to hold an annual conference with parents of the students they service. They will notify parents about this meeting with a formal letter in the parents' preferred language. These meetings will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. At this meeting, teachers will inform parents about the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

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.

Teachers will maintain accurate records of annual individual meetings with parents. A sign-in sheet will be used to document the parent's attendance. Parents will be given the option of having an over-the-phone conference if their schedule does not accommodate an in person meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We make parent involvement a big priority at our school. In order to develop a welcoming environment and encourage parent participation, the school invites parents to various activities throughout the year; such as Meet the Teacher, The 100th Day of School, school concerts/plays, field trips, workshops and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are also given during the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can help prepare their child for these tests at home.

Additionally, the Parent Coordinator offers many workshops throughout the year for all parents, including parents of ELLs. These workshops are offered on a monthly basis in varying topics that are geared to educate and promote community involvement. Sample topics include: How to keep your child healthy, How to be an effective parent, Citizenship and Immigration, How to involve your child with reading, bullying, healthy eating, how to manage behavior challenges, depression management, domestic violence. All workshops are filled with resources and activities that help parents become familiar with these topics. For example, the nutrition and parenting classes are interactive with recipes, videos and hands-on activities. Another example of a workshop given is on how to involve your child in reading. This is a hands on workshop with books that are given to parents and effective reading strategies are modeled. For most of these workshops, parents receive an acknowledgement certificate for their attendance and participation.

The Parent Coordinator interprets the information given during these activities for Spanish speaking parents. If a staff member who speaks a language other than Spanish is available during the time of the parent activity, then he/she may also attend.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 102 has developed very close relationships with various organizations that support the school community in several ways and provide the school with safe and free workshops. Some organizations are Parent Academy, Health Plus (our Healthcare provider), Elmhurst Coalition, Vision Zero initiative, Latina Women Org, Public Health, Children Advocacy, Office of Emergency Management, Columbia University, Police Department Community Affairs, Breast Cancer society and many more. Besides our partnership with these organizations, the Parent Coordinator has researched free resources or services for our parent community. Services include, English classes, computer classes, single stop organization, Public assistance, legal services, child care and voting, just to name a few. The Parent Coordinator also provides onsite assistance with any resources that are needed.
5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents by reviewing and analyzing the Learning Environment Survey completed by all parents. Additionally, the school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. We also work closely with the PTA to identify and address the needs of parents.

The Parent Coordinator provides translation services for Spanish speaking parents. If interpretation in other languages is needed, we will contact a staff member within the school if they are available or we will use the Translation and Interpretation Unit for

assistance.

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

Based upon the feedback from the Learning Environment Survey and other surveys given out by the parent coordinator, the school makes adjustments to address the needs of parents. For example, we may adjust the day and time we hold parental events. To meet the language needs of parents, translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language. The parent coordinator is responsible for distributing and organizing surveys, gathering data from surveys, and using the information to make revisions to parent involvement activities so that parents' needs are met.

#### **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.

School Name: 102

School DBN: 24Q102

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)
William Ko	Principal		10/21/15
Catherine Mule	Assistant Principal		10/21/15
Massiel Gonzalez	Parent Coordinator		10/21/15
Josephine Bagni	ENL/Bilingual Teacher		10/21/15
Jodi Tien	Parent		10/21/15
Cara Patalano	Teacher/Subject Area		10/21/15
Janine Eliades	Teacher/Subject Area		10/21/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Tara Hagler	Other <u>Speech</u>		10/21/15
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: **24Q102** School Name:  
Superintendent: **Madelene Chan**

**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.

Home language percentage breakdown per our RHLA report:

English 38%  
Chinese 25%  
Spanish 22%  
Philipino (Tagalog) 3%  
Bengali 2%  
Urdu 1%  
Hindi 1%  
Nepali 1%  
Burmese 1%  
Tibetan 1%  
Indonesian 1%

A new initiative to support our 2015-2016 CEP goal to improve parent outreach, we are in development of a questionnaire to survey all families on their needs and preferences on a range of school-related topics. Information regarding their language preferences will be used in conjunction with ATS data to improve communication between school and all families. This survey will be conducted no later than December 2015.

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 38%  
Chinese 25%  
Spanish 22%  
Philipino (Tagalog) 3%  
Bengali 2%  
Urdu 1%  
Hindi 1%  
Nepali 1%  
Burmese 1%  
Tibetan 1%  
Indonesian 1%

## **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.)

Before and After School ENL programs for students are translated in both Chinese and Spanish. As we institute more Academic and Extra Curricular program we will also translate that information. These are programs that occur fluidly throughout the school year. Many begin in late October and run through May. Information pertaining to IEPs, re-evaluation or tri-annual meeting for students with disabilities will be translated. In March, we will send out information regarding the NY State ELA and Math exam. We also disseminate information gathered at the monthly Parent Association meeting in Chinese and will make them available in Spanish for upcoming meetings. I

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.

In September, the ENL department holds a meeting for ALL newly admitted ENL students. At the meeting, we use school based Chinese and Spanish translators. We make use of school based translators ( teachers, paraprofessionals, school aides, parent coordinator, parent association) for informal, daily meetings, as well as for Tuesday parent engagement time. For formal events, such as parent-teacher conferences, we use the TIU.

## Part C: Providing Language Assistance Services

---

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

Documents needing short-turnaround will be translated into spanish and chinese by key school staff members. All staff will receive information on using services provided by TIU and the school's website--regularly updated with new and important information--includes the function to allow parents to view content in their preferred language.

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.

School staff are available to provide immediate interpretation services on site. Teachers are encouraged to use TIU services for Tuesday parent meetings, and our SBST team contract 3<sup>rd</sup> -party vendors for interpretation services for meetings relating to special services evaluations.

## 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.)

TIU brochures are disseminated to all staff and weekly newsletters from the principal will be used to remind teachers to use available resources to engage with parents. Language ID card is available for use at the main office, and a TIU poster is posted in the mail room.

## Part E: Providing Notice of Language Assistance Services

---

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

### Checklist of Notification Requirements

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

The school will request translation services from TIU for critical communications to families in their language. All parents will also receive a memo detailing how they can receive free translation services in addition to the DOE-generated documents.

### **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)

A parent survey will be sent home in December and parents are encouraged to provide feedback anytime on our school website. <http://ps102q.org/feedback/>