



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 145 ANDREW JACKSON

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32K145

**PRINCIPAL:** LUCIA PEREZ-MEDINA      **EMAIL:** LMEDINA3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LILLIAN DRUCK

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Lucia Perez-Medina	*Principal or Designee	Electronic Signature
Andrew Silver	*UFT Chapter Leader or Designee	Electronic Signature
Rafael Torres	*PA/PTA President or Designated Co-President	Electronic Signature
Carmen Melendez	DC 37 Representative, if applicable	Electronic Signature
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Catherina Garzon	Member/Chairperson	Electronic Signature
Lissette Rossi-Felipe	Member/teacher	Electronic Signature
Kristine Watts	Member/teacher	Electronic Signature
Ysidria Manon	Member/parent	Electronic Signature
Jamie Henschke	Member/parent	Electronic Signature
Karen Herrera	Member/Parent	Electronic Signature
Nancy Vaquero	Member/Parent	Electronic Signature

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

***By June 2012, an additional 10% of the students in kindergarten, first and second grade will attain reading mastery at or above grade level as assessed by TC benchmark reading assessments.***

### Comprehensive needs assessment

Using the revised TC benchmark reading levels, approximately 42.3% of the students in Kindergarten through second grade attained mastery at or above grade level in June 2011 (K=38.3% in June; 1st grade=45.9% in June; 2nd grade=42.6% in June).

### Instructional strategies/activities

In order to address instructional needs that will move student performance to grade level, teachers will assess periodically, set measurable goals, and plan strategically utilizing differentiated instructional strategies for whole class, small group and individual learning. Administrators, the staff developer, the bilingual site coordinator and AIS providers will collaborate to coordinate and provide staff with support in the following activities:

1. Modify and expand a more rigorous curriculum using balanced literacy and Reading Street components:
  - Professional development provided by staff developers, lead teachers, and administrators in the implementation of the program's components
  - Monitoring program implementation on an on-going basis
  - Daily Read-alouds, independent reading and reading homework
2. Data-Driven Instruction & Accountability:
  - Provide professional development in analyzing data to create smart goals for differentiated needs-based grouping in word study, fluency and comprehension
  - Implementation of weekly and unit assessments targeting phonics, comprehension and fluency
  - Monitoring adherence to established time-table for periodic monitoring system of standards-based benchmarks. Periodic analysis and reflection of range of data following assessments, which include phonemic awareness, phonic, rhyming, decoding, spelling and running records assessments (September , November ,

March and June 2012), to formulate needs-based groups and adjust instruction as needed.

3. Provide support throughout the year for students at risk via:

- Tier I intervention by the classroom teacher
- Tier II intervention via a day-time push-in program and extended day-37.5 targeting reading and writing.

Tier III intervention for grades 1 and 2 by the AIS provider for students identified at far below standards (level 1) using the TC benchmark assessments.

Additional support will be offered through an on-site after-school program conducted by SES provider (Liberty Learning Lab & Academic Advantage) and a Friday afternoon/Saturday Title I and Title III programs.

#### **Strategies to increase parental involvement**

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin hood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.).

### **Strategies for attracting Highly Qualified Teachers (HQT)**

To ensure instruction by highly qualified staff, teachers are recruited and assigned based on the certification and license areas needed. As per our current School Demographics and Accountability Snapshot 100.0% of the staff was fully licensed, and 82.0% of the staff hold a masters degree or higher. A total of 82.9 of the staff have taught in the school for more than two years, and 59.8 have more than five years teaching experience anywhere. The four new teachers are enrolled in universities toward securing their masters. Further, quality differentiated professional development will ensure that growth continues in the particular school programs and initiatives.

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CFN mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city-wide and CSA professional development in educational leadership.

### **Service and program coordination**

As a School-wide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based

support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher, two Family workers, and our Bilingual Site Compliance Coordinator. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, respect for all, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training).

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of all and every child will learn by providing the appropriate resources and differentiating instruction. Teachers are clustered in inquiry teams and professional teams emphasizing in teaching and learning dynamics, students performance and professional competencies to build capacity and effectiveness. Variety of supports are offered throughout the instructional day and after school activities to address content area instruction in math, science, health, social studies, art, and technology. An Extended Morning Program (37.5 minutes) will use support literacy math and reading through the content areas of social studies and science focusing in informational text. All students were recruited to participate in the SES programs that are focusing in literacy skills using technology in the afternoons to expose students to the 21<sup>st</sup> skills.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Success maker in mathematics and literacy in English and Spanish, Raz Kids to enhance their Literacy skills, the Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals thru the Health and wellness grant. We also provide nutritional workshops to students and families during our Cook Shop Program. Our Robin hood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment. In addition, students publish a monthly newsletter where the entire school community is represented.

#### **Budget and resources alignment**

**Staff members responsible for these activities** include Administrators (Tax Levy/Title I), EC Staff Developer (C4E), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Reading Street Consultants (Title I).

**Additional Funding:** Mandated service providers (IDEA), extended week student programs, professional development activities and OTPS will be funded through Title I, Title III and Tax Levy.

**Scheduling:** In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy).

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

***By June 2012, an additional 3% of all our students including subgroups, Hispanics, Students with Disabilities (SWD) and English Language Learners (ELLs) in grades 3, 4 and 5 will attain a level 3 or better in the NYS ELA, and thereby meet AYP in our state standing***

**Comprehensive needs assessment**

Our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students did not meet AYP in the 2011 state ELA, with 33.7% performing at or above level 3.

Of our 46 tested SWD in ELA 2011, 6.4% performed at level 3 or higher.

Of our 123 ELLs tested, 11.4% performed at levels 3 and 4.

**Instructional strategies/activities**

Administrators, the staff developer, the bilingual site coordinator, our full-time AIS and CFN Liaisons in special education, literacy and ELLs will collaborate to coordinate and provide staff with appropriate support.

In order to address the particular needs of all our learners including SWD and ELL population, we will continue to refine our process of goal setting to address extension and differentiation of instruction, to specifically targets and

challenge our students with disabilities in alignment with their IEPs and the performance indicators for the appropriate instructional grade. We will identify a target population of students in grades 4 and 5 at levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades by demonstrating growth into the next level. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.

#### Literacy/Instruction

- Align ELA instruction with students' goals and Performance Indicators, setting goals and interim benchmarks aligned to performance indicators toward achievement of modified or standard promotion criteria,
- Use of assessment data to determine instruction delivery indicated for whole group (with scaffolds), and targeted small group differentiated instruction and center activities,
- Strategic planning and grouping integrating research-based strategies to meet student needs.

To address our ELL SWD population, we will collaborate with our CFN Special Education School Improvement Specialist and ELL Specialist to focus on our strengths and needs in English language acquisition, and focusing on literacy instruction (academic language, critical thinking and writing).

#### Program/Service Delivery

- Provide teachers support in aligning plans to the curriculum map with teaching and unit/benchmark assessments to monitor student learning and performance in ELA,
- Monitor data to assess student progress and maintain flexible groups

#### Behavior Interventions and Instructional Support

- Integration of appropriate interim assessment tools/checklists,
- Mainstreaming of students where indicated targeting students needs and preferences, as well as staff strengths,
- Day-time intervention by AIS service providers
- Targeting reinforcement provided by paraprofessionals,
- Participation in extended day, computer assisted programmed instruction, such as Achieve 3000, SES programs and After-school Enrichment
- Testing protocols to ensure student comfort in test-taking by practice and actual tests with the class teachers and teachers that students are accustomed to; and employing mandated accommodations throughout the school year.

**Strategies to increase parental involvement**

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin hood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.).

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will

interview with administrators.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CFN mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city-wide and CSA professional development in educational leadership.

#### **Service and program coordination**

As a School-wide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher, two Family workers, and our Bilingual Site Compliance Coordinator. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, respect for all, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training).

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of all and every child will learn by providing the appropriate resources and differentiating instruction. Teachers are clustered in inquiry teams and professional teams emphasizing in teaching and learning dynamics, students performance and professional competencies to build capacity and effectiveness. Variety of supports are offered throughout the instructional day and after school activities to address content area instruction in math, science, health, social studies, art, and technology. An Extended Morning Program (37.5 minutes) will use support literacy math and reading through the content areas of social studies and science focusing in informational

text. All students were recruited to participate in the SES programs that are focusing in literacy skills using technology in the afternoons to expose students to the 21<sup>st</sup> skills.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Success maker in mathematics and literacy in English and Spanish, Raz Kids to enhance their Literacy skills, the Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals thru the Health and wellness grant. We also provide nutritional workshops to students and families during our Cook Shop Program. Our Robin hood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment. In addition, students publish a monthly newsletter where the entire school community is represented.

#### **Budget and resources alignment**

**Staff members responsible for these activities** include Administrators (Tax Levy/Title I), Staff Developers (C4E/Title I), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), mandated ESL teachers (Tax Levy/Title I), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Consultants (Title I/Title III).

**Additional Funding:** Mandated service providers (IDEA), AIS provider (Title I/Title III), extended week student programs (Title III), professional development activities and OTPS will be funded through Title I, Title III and Tax Levy.

**Scheduling:** In addition to established bilingual teachers common prep across the grades, additional opportunities for group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy).

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

***By June 2012, an additional 3% of all our students including subgroups, Hispanics, Students with Disabilities (SWD) and English Language Learners (ELLs) in grades 3, 4 and 5 will attain a level 3 or better in the NYS Mathematics Assessment***

**Comprehensive needs assessment**

Our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students did not meet AYP in the 2011 state Math assessment, with 43.3% performing at or above level 3. Of our 46 tested SWD in Math 2011 13.0% performed at level 3. We currently have approximately 36 SWD in grades 3, 4 and 5; and 21 (58.3%) of SWD in grades 3-5 are also ELLs.

**Instructional strategies/activities**

Administrators, the staff developer, the bilingual site coordinator, our full-time AIS and CFN Liaisons in special education, literacy and ELLs will collaborate to coordinate and provide staff with appropriate support.

In order to address the particular needs of all our learners including SWD and ELL population, we will continue to refine our process of goal setting to address extension and differentiation of instruction, to specifically targets and challenge our students with disabilities in alignment with their IEPs and the performance indicators for the appropriate instructional grade. We will identify a target population of students in grades 4 and 5 at levels 1 and 2, which will impact the overall goal of meeting AYP for the tested grades by demonstrating growth into the next level. Our goal is to conduct activities that will provide these students with opportunities to excel by demonstrating progress and improving performance levels.

**Literacy/Instruction**

-Align ELA instruction with students' goals and Performance Indicators, setting goals and interim benchmarks aligned to performance indicators toward achievement of modified or standard promotion criteria,  
-Use of assessment data to determine instruction delivery indicated for whole group (with scaffolds), and targeted small group differentiated instruction and center activities,

-Strategic planning and grouping integrating research-based strategies to meet student needs.

To address our ELL SWD population, we will collaborate with our CFN Special Education School Improvement Specialist and ELL Specialist to focus on our strengths and needs in English language acquisition, and focusing on literacy instruction (academic language, critical thinking and writing).

#### Program/Service Delivery

- Provide teachers support in aligning plans to the curriculum map with teaching and unit/benchmark assessments to monitor student learning and performance in ELA,
- Monitor data to assess student progress and maintain flexible groups

#### Behavior Interventions and Instructional Support

- Integration of appropriate interim assessment tools/checklists,
- Mainstreaming of students where indicated targeting students needs and preferences, as well as staff strengths,
- Day-time intervention by AIS service providers
- Targeting reinforcement provided by paraprofessionals,
- Participation in extended day, computer assisted programmed instruction, such as Achieve 3000, SES programs and After-school Enrichment
  - Testing protocols to insure student comfort in test-taking by practice and actual tests with the class teachers and teachers that students are accustomed to; and employing mandated accommodations throughout the school year.

#### Strategies to increase parental involvement

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

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**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CFN mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as

classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city-wide and CSA professional development in educational leadership.

#### **Service and program coordination**

As a School-wide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher, two Family workers, and our Bilingual Site Compliance Coordinator. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, respect for all, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training).

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of all and every child will learn by providing the appropriate resources and differentiating instruction. Teachers are clustered in inquiry teams and professional teams emphasizing in teaching and learning dynamics, students performance and professional competencies to build capacity and effectiveness. Variety of supports are offered throughout the instructional day and after school activities to address content area instruction in math, science, health, social studies, art, and technology. An Extended Morning Program (37.5 minutes) will use support literacy math and reading through the content areas of social studies and science focusing in informational text. All students were recruited to participate in the SES programs that are focusing in literacy skills using technology in the afternoons to expose students to the 21<sup>st</sup> skills.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Success maker in mathematics and literacy in English and Spanish, Raz Kids to enhance their Literacy skills, the Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals thru the Health and wellness grant. We also provide nutritional workshops to students and families during our Cook Shop Program. Our Robin hood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an

educational environment. In addition, students publish a monthly newsletter where the entire school community is represented.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Staff members responsible for these activities** include Administrators (Tax Levy/Title I), Staff Developers (C4E/Title I), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), mandated ESL teachers (Tax Levy/Title I), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Consultants (Title I/Title III).

**Additional Funding:** Mandated service providers (IDEA), AIS provider (Title I/Title III), extended week student programs (Title III), professional development activities and OTPS will be funded through Title I, Title III and Tax Levy.

**Scheduling:** In addition to established bilingual teachers common prep across the grades, additional opportunities for group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy).

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***To provide a professional development program in a course of study for all classroom teachers. Classroom teachers will have the opportunity to take ownership of their learning and aligned their professional growth plans to Danielson's Framework for Teaching Rubric***

**By June 100% of our classroom teachers will engage in Professional Learning Cycles to enhance teacher practices by strengthen their understanding of the CCLS using Danielson's Framework for Teaching Rubric.**

**Comprehensive needs assessment**

Teachers took a self assessment in September to assess their strengths and areas for improvement. Based on survey and self assessment results 85% of teachers felt they were Developing (a level 2) on the Framework for Teaching Rubric. As a result of this assessment there is a need to support teacher development in order to impact student learning outcomes.

**Instructional strategies/activities**

In order to address the needs of our classroom teachers :

- Teachers will go on ARIS Learn to Self Assess and follow their professional learning plans 3x a year (September , January, June)
- Classroom teachers will initially meet with Administrators in the beginning of the year to set up professional goals that meet their needs and are aligned with Danielson's Framework for Teaching
- One-on-one conferences will take place 3x a year to develop, monitor and reflect on professional grow plans.
- Participate in the Talent Management Pilot
- Administrators will conduct six (6) informal observations and two (2) formal observations per teacher based on the Danielson Competencies Rubric.
- Verbal and written feedback will be provided to teachers in a consistent, short cycle so that teachers can implement the next steps.

- Classroom teachers will meet with administration after each professional learning cycle for a conference to assess professional growth and discuss next steps.
- Teachers will meet with staff developers to further support their work in meeting their professional goals.

We will use the following as evidence throughout the year to evaluate our progress towards meeting our goals:

- Attendance to Professional Learning Cycles
- Teacher's Professional Learning and Planning Reflections Forms
- Attendance and Agendas of Teacher and Administrator conferences
- Schedule of Professional Learning Cycles Dates
- Formal and Informal Observations
- Learning Walkthroughs
- Talent Management data collection and feedback in ARIS,
- ARIS Learn Self Assessments

**Strategies to increase parental involvement**

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

We also 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;

Our strategies to increase parental involvement will include monthly meetings and workshops in the components of

balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin hood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.).

**Strategies for attracting Highly Qualified Teachers (HQT)**

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CFN mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city-wide and CSA professional development in educational leadership.

#### Service and program coordination

As a School-wide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher, two Family workers, and our Bilingual Site Compliance Coordinator. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, respect for all, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training).

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of all and every child will learn by providing the appropriate resources and differentiating instruction. Teachers are clustered in inquiry teams and professional teams emphasizing in teaching and learning dynamics, students performance and professional competencies to build capacity and effectiveness. Variety of supports are offered throughout the instructional day and after school activities to address content area instruction in math, science, health, social studies, art, and technology. An Extended Morning Program (37.5 minutes) will use support literacy math and reading through the content areas of social studies and science focusing in informational text. All students were recruited to participate in the SES programs that are focusing in literacy skills using technology in the afternoons to expose students to the 21<sup>st</sup> skills.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Success maker in mathematics and literacy in English and Spanish, Raz Kids to enhance their Literacy skills, the Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals thru the Health and wellness grant. We also provide nutritional workshops to students and families during our Cook Shop Program. Our Robin hood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment. In addition, students publish a monthly newsletter where the entire school community is represented.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Staff members responsible for these activities** include Administrators (Tax Levy/Title I), EC Staff Developer (C4E), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Reading Street Consultants (Title I).

**Additional Funding:** Mandated service providers (IDEA), extended week student programs, professional development activities and OTPS will be funded through Title I, Title III and Tax Levy. Talent Management Pilot Funding and Citywide Expectations Inquiry Funding.

**Scheduling:** In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy). Talent Management Pilot Funding and Citywide Expectations Inquiry Funding.

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

***By June 2012, Teacher Teams in grades Pre-k to 5 will revise curriculum plans using Rigorous Curriculum Design Framework to include rigorous tasks aligned to CCLS to enhance student performance by creating one unit of study in literacy and mathematics.***

**Comprehensive needs assessment**

During the 2010-2011 school year our school went through a State Curriculum Audit. As a result of this audit our school needed to further align our schools' curriculum, instruction, assessments and instructional materials to the Common Core Learning Standards.

**Instructional strategies/activities**

In order to meet this goal we have the following:

1. A three day Rigorous Curriculum Design Institute at the end of August with a literacy and Math lead teacher from grades pre k- 5.
2. A Study Group during our professional period for all teachers including clusters and out of classroom personnel using *Rigorous Curriculum Design* by Larry Ainsworth.
3. Weekly vertical core team meetings to horizontally and vertically align the units of study across grades.
4. Teacher teams will meet weekly to look at research, refine curriculum plans, plan instructional strategies, create common assessments and look collaboratively at student work to identify gaps between what students are currently doing compared to the CCLS expectations.
3. By December 31, 2011 teacher teams across all grades pre-k to 5 will have created a coherent and rigorous unit of study in literacy.
4. By April 1, 2012, teacher teams across all grades will have created a coherent and rigorous unit of study in mathematics.
5. By June 15, 2012 teacher teams will have completed their units of study in literacy and mathematics to include annotated student work and a collection of strategies that were *effective and* enhanced student performance.

We will use the following as evidence throughout the year to evaluate our progress towards meeting our goals:

- Attendance to Rigorous Curriculum Design Professional Development Cycles
- Teacher's Professional Learning and Planning Reflections Forms
- Attendance and Agendas of Meetings
- Schedule of Professional Development Cycles Dates
- Formal and Informal Observations
- Learning Walkthroughs
- Student Work Samples
- Completed Units of Study

**Strategies to increase parental involvement**

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

We also 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;

Our strategies to increase parental involvement will include monthly meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin hood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance. Other venues for parent participation are Family Math Expo, Cornell University Health

and Nutrition Workshop series (with earned certificates from Cornell University), topics of interest (health-related topics, student assessment, homework help, etc.).

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Strategies to attract highly-qualified teachers include recruitment of potential candidates at job fairs, review of the Open Market application process, Fellows candidates, contact with universities and colleges, and recommendations by staff members and colleagues. Applicants will be invited to visit the school and learn about the instruction programs conducted, the strengths of the school, and the professional development support we offer. Applicants will interview with administrators.

High-quality and ongoing professional development for teachers, principals and assistant principals, and professionals will be provided through a variety of sources and strategies. All are involved in the professional development provided by the literacy and math coaches, a full-time bilingual teacher trainer, and two paraprofessionals in the integration of technology, CFN mentors and instructional specialist, purchased staff developers services, and administrators and lead teachers. Staff will also attend local, state and national workshops and conferences across the curricula sponsored by universities, (Bank Street, Hunter University, etc), and associations. In-house professional development will utilize strategies that have proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups, teacher/coach leadership groups, and on-line courses. Administrators also participate in CFN, city-wide and CSA professional development in educational leadership.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a School-wide Program school, we have historically coordinated and integrated federal, state and local services and funding program to design programs that would enhance the overall delivery of instruction and delivery of services. We will continue to monitor the needs of the school and coordinate these sources to benefit all our students. Our student support team is comprised of administrators, a guidance counselor, a School-based support team, a Crisis Intervention teacher, a Parent Coordinator, Attendance Teacher, two Family workers, and

our Bilingual Site Compliance Coordinator. We also will continue to use school committees and department meetings to augment the focus of particular areas of needs. The team, along with school committees will coordinate activities and programs to address violence prevention, respect for all, substance abuse prevention, nutrition initiatives, community issues, (housing, safety and health care), pre-school education, early interventions, and adult education (ESL, GED, and job training).

Academic support opportunities will be offered through our balanced literacy and mathematic programs that meet the needs of all and every child will learn by providing the appropriate resources and differentiating instruction. Teachers are clustered in inquiry teams and professional teams emphasizing in teaching and learning dynamics, students performance and professional competencies to build capacity and effectiveness. Variety of supports are offered throughout the instructional day and after school activities to address content area instruction in math, science, health, social studies, art, and technology. An Extended Morning Program (37.5 minutes) will use support literacy math and reading through the content areas of social studies and science focusing in informational text. All students were recruited to participate in the SES programs that are focusing in literacy skills using technology in the afternoons to expose students to the 21<sup>st</sup> skills.

We will help provide an enriched and accelerated curriculum and activities through various venues, including technological differentiation through Success maker in mathematics and literacy in English and Spanish, Raz Kids to enhance their Literacy skills, the Stages of Learning, and Readers' Theatre. We also offer instruction in the arts and fitness that provide learning experiences that enrich and address educational goals thru the Health and wellness grant. We also provide nutritional workshops to students and families during our Cook Shop Program. Our Robin hood Library Action Plan supports our school wide literacy activities, content instructional programs and teachers. The Librarian provides opportunities for parents to participate and interact with their children in an educational environment. In addition, students publish a monthly newsletter where the entire school community is represented.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Staff members responsible for these activities** include Administrators (Tax Levy/Title I), EC Staff Developer (C4E), Bilingual Coordinator (Title I/Tax Levy), Data Specialist (Title I ARRA), AIS push-in (Tax Levy/Title I/Title II), CFN Instructional Support Specialists (Tax Levy), and Reading Street Consultants (Title I).

**Additional Funding:** Mandated service providers (IDEA), extended week student programs, professional development activities and OTPS will be funded through Title I, Title III and Tax Levy.

**Scheduling:** In addition to established common preps across the grades, additional opportunities for monthly group and individual teachers' meeting times will be programmed during the day, as well as through per-session after school and on Saturdays funded through Title I, Title I ARRA, Title III and Tax Levy). Talent Management Pilot Funding and Citywide Expectations Inquiry Funding.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	4	10		
<b>1</b>	117	117	<b>N/A</b>	<b>N/A</b>	3	6		
<b>2</b>	111	111	<b>N/A</b>	<b>N/A</b>	5	6		
<b>3</b>	76	76	<b>N/A</b>	<b>N/A</b>	4	3		10
<b>4</b>	79	79			1	3		10
<b>5</b>	71	71			5	4		10
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Students were chosen based on their prior year’s performance on the NYS ELA 2011 results who were twenty points away from the next level or if they acquired a Level 1. In addition, subgroups within the school: ELLs, SWDs, Holdovers. In addition AIS services are delivered using push-in model by AIS providers in small groups. The services provided during the school day (at least three times a week), extended day a, our afterschool programs mon-thurs and our Saturday Institutes.</p> <p><b>Strategy-</b> Skills based instruction based upon instructional needs identified through 2011 ELA Item-analysis, ELA Mock Matrix and current formative assessments. Small group instruction (6 to 8) during school day, strategies based on heavily tested performance indicators within the ELA Standards and identified weaknesses in student groups.</p>
<b>Mathematics</b>	<p>Students were chosen based on their prior year’s performance on the NYS ELA 2011 results that were twenty points away from the next level or if they acquired a Level 1. In addition, subgroups within the school: ELLs, SWDs and Holdovers. In addition AIS services are delivered using push-in model by AIS providers in small groups. The services provided during the school day (at least three times a week), extended day a, our afterschool programs Mon.-thurs. and our Saturday Institutes.</p> <p><b>Strategy-</b> Skills based instruction based upon instructional needs identified through 2011 ELA Item-analysis, ELA Mock Matrix and current formative assessments. Small group instruction(6 to 8) during school day, strategies based on heavily tested performance indicators within the ELA Standards and identified weaknesses in student groups.</p>
<b>Science</b>	<p>We have a strong emphasis on informational text this year and we are targeting Science through Literacy. All students are reading and writing non-fiction text at their current reading levels and above. In addition, we are reinforcing and/or introducing reading skills in this content area through project based learning, experiments and informative essays. Through small group instruction we are providing at risk services to students and reinforcing academic vocabulary in context.</p>

<p><b>Social Studies</b></p>	<p>In this content area we have students working on autobiographies, biographies, unit studies, where they are conducting extensive research via technology, nonfiction text and our media library. Reading skills are reinforced and introduced in this content area based on item-analysis of ELA and Social Studies assessments. Academic vocabulary is also reinforced and introduced to help students comprehend the text. Differentiated instruction is based on ability, interest or enrichment. AIS through small group targeted instruction.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>In-house intervention, separation anxiety, adjustment to school, behavior intervention, infractions, parental contact, attendance issues, group/individual counseling sessions for character education. Referral to CBO's for cases of: Mental health, counseling services, referral for in-house/ outside crisis intervention service cases of neglect and maltreatment. Domestic violence/ parent resources, students in temporary housing/ support for foster care, exchange information with CBO's reference to student safety and needs. Individual and group counseling services for students that commit infractions. Conflict resolution groups tolerance and behavior contracts. Provide intervention guidance to newcomers as needed, assist with the Middle School transition and collaborate with teachers &amp; other school staff members to determine the needs of the students, as well as the referral process to the PPT.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Provides counseling for students whose behavior interferes with academics. Also emotional issues such as: death, depression and family issues that interfere with academics. Students are seen during the regular school hours in small groups or individually. Observations are conducted as a pre-referral process. Conduct meetings with parents, agencies or doctors as well as pre-referrals.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>At risk counseling services is provided to students individually during school hours to address social and emotional differences that may affect academic progress. Strategies are usually with student to express feelings and learn appropriate ways to express himself or herself.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Our school nurse and health aide identify, monitor and make recommendations for students with health-related risks. Recommendations made are discussed with the medical team up by our SAT Team and appropriate interventions, support and follow up are determined and assigned to one or more team members.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## **P. S. 145K PARENT INVOLVEMENT POLICY 2011 - 2012**

### **Our School Goals are to:**

- **Provide a safe environment for all students, staff and parents.**
- **Set high standards for all our students.**
- **Ensure that high quality intervention programs (i.e. Academic Intervention Services, Extended-Day, and Supplemental Education Services) are provided for all students at risk that will enable them to achieve grade goals and meet state benchmarks.**
- **Strengthen and improve parent participation in students' education by providing parents with workshops and resources on Curriculum, Health and Nutrition, Mental Health, Special Education and English Language Learners.**
- **Provide our families support with information on local Community Based Organizations that can assist with services for housing, medical insurance, domestic violence and other community issues.**

**School Activities for Parents will include:**

- **An annual parent Title I Meeting in September to explain the Title 1 program and instructional strategies; and disseminate/adopt the Title I Parent Involvement Policy. The school will convene this meeting at a convenient time to parents, and will offer a flexible number of parental involvement meetings, such as in the morning and/or evening, so that as many parents as possible are able to attend. The school will invite all parents/guardians and will encourage them to attend.**
- **Parent-teacher conferences during which the Home-School Involvement Compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held during September when we conduct Grade Parent Teas (Meet the Teacher), and during Parent Teacher Conferences in November and March.**
- **PTA meetings will be convened on a monthly basis at which School-Parent Compact will be addressed. School-Parent Compact is available in both English and Spanish. Interpretation will be available at these meetings and all parent materials are translated into Spanish. The Parent Coordinator will be available during these meetings.**
- **Monthly General Information Meeting conducted by the Principal and Parent Coordinator to provide important information for parents.**
- **Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated. The Parent Coordinator will be available at these meetings and can meet with individual parents.**
- **Reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: the Parent Coordinator will be available for parents during school hours as well as during evening and Saturday meetings. The Parent Coordinator will also schedule individual appointments for teachers and parents; as well as for Administrators and parents to meet.**

- **Opportunities to volunteer observe and participate in classrooms and school activities. Parents with students in Dual Language Program must volunteer as a component of the Dual Language Program. Learning Leaders training will be available for all parents during the first two months of the school year for parents who wish to volunteer in classrooms. Non-Learning Leader volunteers through PTA and the Parent Coordinator. Activities include our Annual Circus, school-wide celebrations and field trips. Some activities also provide parents with clerical experience.**
- **Serving on school committees such as the planning, review and improvement of the Parental Involvement Policy and Home-School Involvement Compact, the School Leadership Team, the Food and Fitness Committee, etc.**
- **Opportunities to engage in:**
  - **ARIS Parent Link through our grant equipment and training,**
  - **Shape Up Fitness Classes for parents on Saturdays (10-12 PM)**
  - **English as a Second Language (ESL) classes and Saturdays (9-12 PM)**
  - **Saturday Technology Classes (9-12 PM)**
- **Workshops of interest, including, but the limited to:**
  - **A series of Cook Shop/Cornell University Nutrition Workshops**
  - **Health Related Workshops (Asthma, Epilepsy, Nutrition, etc.)**
  - **Energy and Household Budgeting**
- **Inviting parents to attend local, state and national educational conferences.**
- **Parent Excursions such as:**
  - **Museum trips**
  - **Holiday Landmarks trip**
  - **Theatrical performances (Repertorio Español)**
- **Opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy classes and reading strategies, ESL, and Dual Language program.**
- **Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematic, Social Studies and Science.**
- **Cool Culture Pass for families with students in Pre-K and K.**





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## Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers will learn how to use common core aligned student data for reading and mathematics to strategically revise their current curriculum maps to ensure that they are vertically and horizontally aligned so that teachers begin to adjust their instruction to help all students meet the high expectations of the common core. To help facilitate this work and ensure that teachers are receiving the professional development they need, we hired a math coach so that the staff developer can focus on literacy across the content areas. Teachers are receiving intense professional development around how to use data wisely to individualize and customize the current curriculum and tasks to meet student's developmental needs. Teachers will meet regularly to assess, plan instruction, adjust and analyze results periodically to ensure students are meeting their targeted goals.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each teacher in our building completed a Self Assessment in ARIS. This helped us see what were the teacher's strengths and areas for improvement across each competency. Teachers then met with their immediate supervisors to develop professional GROW plans. We then customize our professional development cycles to ensure we are addressing and supporting teacher development. Our mentor meets regularly with teachers to coach and assist teachers based on their professional learning goals. Teachers are provided with individual student reports regularly with reflect student's current performance and targets for the next benchmark as well as an item analysis. Teachers then are given time with support from our mentor to assess student performance, interpret assessment result and create learning plans to ensure that they are planning data driven decisions during the common planning time.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Frequent meetings and reports to parents pertaining to their children's progress and needs. Specifically, in addition to the report cards and conferences conducted in November, March and June, the school will provide parents with Interim Progress Reports in October, January and May. In addition, parents will receive additional information for students that participate in AIS programs. Interpretation is available at these meetings and all parent materials are translated.

Our strategies to increase parental involvement will include regular meetings and workshops in the components of balanced literacy, (Read Alouds, Shared Reading, Poetry, Workshop Model, etc.), reading in the content area, and reading for pleasure and curriculum fairs. Our Robin hood Library Action Plan parent component outlines strategies for providing orientation in the use of the library's open circulation, helping children select books appropriate for their levels and interests, and facilitating parents' and children's attaining Public Library cards. We also conduct a curriculum fair that incorporates ELA, mathematics, social studies, science, and health. We provide ESL and literacy classes for interested parents through our weekday parent program. Our Saturday Institute has a parent component, where parents receive three hours of instruction and enrichment comprising of ESL, Literacy and computer literacy/instruction assistance.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2011–12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Christopher Groll/Ada Orlando</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>145</b>
School Name <b>Andrew Jackson</b>			

**B. Language Allocation Policy Team Composition** [i](#)

Principal <b>Lucia Perez–Medina</b>	Assistant Principal <b>Catherina Garzon</b>
Coach <b>Clarine Henderson</b>	Coach
ESL Teacher <b>Irene Soto</b>	Guidance Counselor <b>Nerina Rodriguez</b>
Teacher/Subject Area <b>Nydia Bernacet/Science</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Enid Burgos</b>
Related Service Provider <b>Zedalia Rosa</b>	Other <b>Diana Rivera</b>
Network Leader <b>Ada Orlando</b>	Other <b>Bertha Lugo</b>

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>11</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>6</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>6</b>

Number of teachers who hold both a bilingual extension and ESL certification	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	873	Total Number of ELLs	325	ELLs as share of total student population (%)	37.23%
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# Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

1. All parents of P.S. 145- K enrollees are required to complete a Home Language Identification Survey (HLIS) with the assistance of our trained license certified ESL/Bilingual (English/Spanish) pedagogue Bertha Lugo. This teacher helps us to identify students who may have limited English language proficiency. During the formal administration of the survey, this teacher interviews the parent and the child informally in both English and Spanish. This verifies proficiency of language. If the home language survey is stated to be Spanish, the child is then tested with the Language Battery-Revised (LAB-R) test within 10 days of enrollment to our school. The results of the LAB-R determine whether students are entitled to a bilingual or monolingual program. School administrators use the LAB-R data to form or reform our existing Bilingual Transitional, Dual Language, and English as Second Language Programs. At the beginning of the school year, all classroom teachers are notified about who the entitled students are in their classrooms based on the NYSESLAT and the LAB-R reports. Every classroom teacher receives an ELL-classroom profile for every ELL student in their classroom. The profile combines the modalities of Listening/Speaking and Reading/Writing along with their performance levels on the NYSESLAT and the RLAT reports from ATS, for a period of three years. Classes are formed homogeneously according to NYSESLAT or LAB-R levels to provide students with an appropriate ratio of English to native language, according to our Language Allocation Policy. Steps taken to ensure that every ELL is given the NYSESLAT; \* A report from ATS LAB-R NYSESLAT three year exam History is carefully reviewed and analyzed by

our Bilingual Site Compliance, ESL Teachers, and Bilingual teachers.\* Once data has been analysed is written down with raw scores for each strand and profience English levels, to group and academically plan accordingly to students needs.

2. In order to ensure that all parents understand the three program choices, we hold parent orientations during the fall and spring for all incoming students. Because ELL parents often speak a language other than English, we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. We have many structures in place to inform parents throughout the year in various ways. They include individual meetings, phone conversations, DVD presentations, or at the very least, through informational packets. The Parent Coordinator also works closely with supervisors (assistant principals, bilingual coordinators) to deliver parent information in a timely manner. Through this process, parents are made aware of all three choices available (TBE, DL and Freestanding ESL) and are better equipped to make an informed decision in the placement and education of their children. 1) Home Language Identification Survey (HLIS) is given at enrollment. A trained school pedagogue meets with parents to make an initial determination of the child's home language, and explains the purpose of the Home Language Identification Survey. Once school staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, the child is administered the Language Assesment Battery-Revised (LAB-R) within ten days of the child's arrival. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

3. Parent "Program Selection" forms are distributed to parents during the initial interview upon a child's registration in our school. The parent choice information form informs our school on how we should proceed with our annual language allocation policy, as parent demand dictates which ELL programs we should provide. Parents are also informed through meetings and the orientation video that if a decision is not made on the form or should it not be returned at all, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent Entitlement Letters are also distributed as follows: 1) During parent orientation the DOE/DVD is viewed and explains the different choices they have. 2) During our Parents Teas in September, parents who have not returned choice letters are again given the opportunity to fill them out before they leave. Letters are collected and placed in a file in the Bilingual Site Complainece office. 3) Outreach to parents who may still not have signed and returned the letters is provided through phone calls and mailings. The Parent Coordinator and school staff use the survey portion of this notification to make sure ELL parents are being reached, and that the information they are getting is useful, thorough, and timely.

4. Once ELLs have been identified through the HILS form, they are administered the revise Language Assesment Battery LAB-R, within ten days of enrollment to determine language proficiency. School administration uses the LAB-R to form or reform instructional programs with the initial Language Allocation Policy in mind. After the LAB-R and L  
executed by

This school serves the following grades (includes ELLs and EPs)

all ELLs have been identified, a parent meeting is planned and the parents to an orientation meeting. Along with this letter, we

This school serves the following grades (includes ELLs and EPs)

Check all that apply

6  7  8  9  10  11  12

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send a program selection form, for parents to get familiarized with our school's programs, and an explanation of the type of program their child qualifies based on the results of the test. If the child did not score above the cut scores in the LAB-R, the child belongs in a Transitional Bilingual class (Spanish). If the child indicates a language other than Spanish, the child is placed in our Free standing ESL program. If the child surpassed the cut scores, the child belongs in a monolingual class. These forms are provided in the parent's native language. Parents are then informed of the three choices; Transitional Bilingual, Dual Language, and or English as a Second Language. If parents do not come to the meeting their child is placed in a program based on the LAB-R results by default. Once classes are for new enrollments have been established, we proceed with continue entitlement letters to the rest of our ELL population. We send these letters home and parents decide wheater the child should continue in the same program Transitional Bilingual, ESL or Dual Language. Most of our parents decide to leave their children in the same program. Very few sent letters requesting change of educational program. Students then are place according to request. If a parent does not respond to the first letter, a second and a third notice letter is sent to ensured notice of program. All these letters; continuation of program, Op-out letters, and program choice letters are kept in our Bilingual Site Compliance's office Bertha Lugo for easy access.

5. The trend over the last few years has remained constant with parents choosing TBE followed by DL and very few opting for Freestanding ESL. This is evidence taking by a sampling of the parent choice forms from over the past six years. Prior to P.S 145K re-opening its Dual Language program, the primary selection made by parents was TBE (69) followed by Dual Language (26) and ESL (7). Parents who made no choice totaled 27 whose children were slated for the default choice of TBE. Once we started our Dual Language program, there was a shift in choice. The Majority selected DL (25), followed by TBE (17), and ESL (12). Parents who made no choice totaled 20, whose children were then slated for the default choice of TBE. As of this writing the choice is as follows: TBE (37), followed by DL (37) and ESL (13). Parents who made no choice totaled 6 whose children were then slated for the default choice of BTE. Our community is predominately Hispanic. Most of our children come from Mexico, Puerto Rico, Dominican Republic, and Central and South America. Their predominantly language is Spanish.

6. Program models at P.S. 145-K are aligned with parent requests as referenced by the Parent Survey and Program Selection Forms. Parents are made aware that should the current trend of choices change, we will look into the matter to make the requested accommodations, should the numbers exist and if not the parent coordinator, and or guidance counselor will assist the parent in finding a program of choice at another location.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5  
 6  7  8  9  10  11  12

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

Transitional bilingual education program	Yes☼	No●	If yes, indicate language(s): Spanish
Dual language program	Yes☼	No●	If yes, indicate language(s): Spanish

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	2	3	2	1	1	1								10
<b>Dual Language</b> (50%:50%)	2	1	2	1	1	1								8
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	1	1								6
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	6	6	6	4	4	4	0	0	0	0	0	0	0	30

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	325	Newcomers (ELLs receiving service 0-3 years)	254	Special Education	48
SIFE	5	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	13

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	152	5	54	35	0	1	7	0	0	194
Dual Language	62	0	1	11	0	0	0	0	0	73
ESL	41	0	1	12	0	5	5	0	1	58
<b>Total</b>	<b>255</b>	<b>5</b>	<b>56</b>	<b>58</b>	<b>0</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>325</b>

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish	31	47	32	33	23	28								194
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>31</b>	<b>47</b>	<b>32</b>	<b>33</b>	<b>23</b>	<b>28</b>	<b>0</b>	<b>194</b>						

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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	31	15	7	17	21	21	1	23	5	15	8	18							73	109
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>31</b>	<b>15</b>	<b>7</b>	<b>17</b>	<b>21</b>	<b>21</b>	<b>1</b>	<b>23</b>	<b>5</b>	<b>15</b>	<b>8</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>109</b>

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 73

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 1

Hispanic/Latino: 108

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	12	5	5	5	7								52
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	19	12	5	5	5	7	0	0	0	0	0	0	0	53

## Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1.) How is Instruction Delivered? (Organizational Models)

a. Our organizational models consists of the following: TBE (transitional Bilingual Education), Dual Language, ESL /Push-In, CTT (Collaboarative Team Teaching), Bilingual Special Education self contained.

#### b. What are the program models?

In our Transitional Bilingual Education Program, academic instruction during the school day is provided in Spanish with intensive support in English according to NYSESLAT levels and Language Allocation Policy percentages. English as a Second Language is required and time allotted is determined by the level of language proficiency as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped in heterogeneous classes with students of all levels of English Language proficiency. Each teacher must indicate appropriate minutes for ESL, ELA and NLA on their program cards, as mandated in Part 154. Each individual program card is carefully reviewed by the immediate supervisor, and our Bilingual Site coordinator to ensure that the mandated time is appropriately allotted.

In our Collaborative Team Teaching Program we have two educators (a Certified Bilingual Teacher and a Certified Bilingual Special Education Teacher) taking responsibility for planning, teaching, and monitoring the success of all learners in the class. It is a dynamic process that educators constantly reconfigure to fit their instructional plans and the learning needs of their students. The collaborative team teaching program at P.S. 145K is a Transitional Bilingual Education Model. Our CTT classes follow the same Part 145 indicators to deliver

## A. Programming and Scheduling Information

at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily to our beginners and intermediate students. Our advanced students receive at least 180 minutes of ESL per week, 180 of ELA per week and 45 minutes of native language arts per day.

In our Push-in ESL Program, ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning" that require the regular classroom teacher and the ESL teacher to plan on a regular basis (e.g., once a week). In this way, ESL instruction can be integrated into the regular classroom through the content areas using ESL standards-based methodologies including listening, speaking, reading, writing, study skills, visual skills, content vocabulary, and cultural orientation. Our certified ESL teachers make sure that all students receive the appropriate amounts of ESL instruction per week. The objective of this program is to have ELL students become fluent and literate in English.

In our Dual Language Program, academic instruction during the school day follows the side by side, alternate day, 50:50 model (50 percent in English and 50 percent in Spanish). This model satisfies the mandated time for ESL and NLA instruction as indicated in Part 154. Classes include students who are native English speakers and native speakers of a language other than English, e.g., Spanish and English. The objective of this program is to maintain the native language while the ELL student simultaneously learns English. Our Dual Language program is currently six years old and each year continues to move forward a grade as the students' progress. This year our dual language program encompasses all grades of our school. The native English speakers learn the other language, e.g., Spanish. The Dual Language Program is a developmental, language enrichment, bilingual education program that integrates students who are native English speakers and native speakers of another language for most of their content area instruction.

In our Freestanding English as a Second Language classes, all academic instruction during the school day is in English. The core content areas are taught using ESL strategies, and methodologies, using materials that allow for and enhance student participation as well as teachers teach academic subject matter using comprehensible language and context, enabling information to be understood by the learner. The objective of this program is to have ELL students immersed in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms have a small library with books in Spanish.

2.) How does the organization of your staff ensure that the mandated numbers of instructional minutes is provided according to proficiency levels in each program model?

Language Allocation Policy is shared with our teachers at the beginning of the year.

a. In our Transitional Bilingual Education Program and Collaborative Team Teaching Program academic instruction during the school day is provided in Spanish with intensive support in English by a Certified Bilingual Teacher. English as a Second Language is required and time allotted is determined by the levels of English language obtained from the NYSESLAT/LAB-R Assessments as indicated by Part 154. Our beginners and intermediate students receive at least 360 minutes of ESL per week with 90 minutes of Native Language Arts daily. Our advanced students receive at least 180 minutes of ESL per week, 180 minutes of ELA per week and 45 minutes of native language arts per day. All of our TBE classes are grouped heterogeneously with students of all levels of English Language proficiency. Teachers must group students in order to provide the mandated time of

## A. Programming and Scheduling Information

ESL, ELA and NLA, as indicated in Part 154. In the lower grades, students are likely to display a level of variation in academic and English proficiency. Therefore, teachers in TBE kindergarten classrooms with large numbers of beginning-level ELLs will spend 60 percent of instruction in students' native language, and 40 percent in English all year round. TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels, as indicated by LAB-R or NYSESLAT. In addition, teachers of ELLs use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units (TCRWP, Science, Social Studies, Math, etc.) are in place to meet performance standards for each grade level while attending to the needs of students. These units provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. For example, teachers instruct beginners using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs receive 40 percent of instruction throughout the day in English; intermediate ELLs be taught in English half of the time (50 percent); and, advanced students receive most of their instruction in English (75 percent).

In our Dual Language Program, there are four self contained grades, First, Third, Four and fifth. One certified bilingual teacher in each class. Two side by side classrooms in grades Kindergarten and second grade that receive instruction from two teachers. Self contained teachers and side by side teachers are assigned to provide

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100% language classes follow an alternating pattern of language instruction, one week in English and alternating to the next week in Spanish. All instruction is delivered in both English and Spanish.			
75% In our Push-In Program, the ESL and classroom teacher work closely to deliver literacy instruction as well as tailor additional content instruction to			
50%			
25%			
	Dual Language		
100% week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention for			
75%			
50%			
25%			
	Freestanding ESL		
3.) Describe how the content areas are delivered in each program model. Please specify the language and the instructional approaches and methods used to make content comprehensible to enrich language development.			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

of the students. Teachers use a variety of instructional approaches and methods to deliver their lessons. First and foremost we utilize the students Native language as a vehicle to transfer literacy skills into the second

## B. Programming and Scheduling Information--Continued

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

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8.) Describe your targeted intervention program for ELLs in ELA, math and other content areas.....

We have an extensive academic intervention program for our ELLs at P.S. 145K. Generally academic intervention programs are delivered on a push-in basis by 1 ESL certified teachers , and a team of AIS personnel including an AIS paraprofessional. Services are delivered to our ELLs in small groups and on one-to-one basis. The services are provided during the school day, extended day, and extended week (Saturday, ELL Academy). For ELA in grades 1 and 2, academic intervention teachers push into the classes 4 to 5 times per week. They focus on guided reading and word study, using ESL methodology to deliver lessons. In grades 3, 4 and 5 teachers focus on specific reading skills identified after a baseline assessment(Reading Street) Unit Benchmark test. For Mathematics academic intervention is also delivered small group and one-to-one. Teachers push into the class during the day and extended day. A push-in Math Intervention Team (MIT) program for differentiated instruction has been implemented for grades 3, 4, and 5. During our 3 1/2 one day is dedicated to review math skills according to students deficiencies.

9.) After an ELL student has reached a level of proficiency on the NYSESLAT, that student will continue to be supported by the push-in ESL teacher for the immediately proceeding 2 years. Native language material is also available for these students in their monolingual classroom. We try whenever possible to place these students with a teachers who speaks the same native language and is knowledgeable of ESL methodology. We provide support as needed and/or recommended by classroom teachers. These students will continue to receive testing modifications for the next two years. These students will be offered the opportunity to participate in after school programs funded by Title I and Title III.

10.) A new reading program is in full effect this year(Reading Street). This reading program uses the Reading First guidelines and the core curriculum standards

11.) We will not discontinue any of our current educational program. We are currently analysing our Math program.

12.) The ELLs at P.S. 145K are encourage to apply to all of the program that we offer, While some of the programs are strictly specified for our ELLs. We have an SES provider (Liberty Learning Lab) who accepts all of the students who apply in the building. Our Saturday ELL institute is geared specifically for our ELL population, in an effort to help them achieve levels of proficiency on the NYSESLAT and passing grades on the ELA exam.

13.) Our instructional model materials uses K-5: Reading Street, to develop Reading and Writing that focuses on balance Literacy. Also a comprehensive intervetion resource designed to accelerate literacy and language development. Science, Social Studies, and Math aligned with the standards.

## B. Programming and Scheduling Information--Continued

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13.) Our instructional model materials uses K-5: Reading Street, to develop Reading and Writing that focuses on balance Literacy. Also a comprehensive intervention resource designed to accelerate literacy and language development. Science, Social Studies, and Math aligned with the standards.

14.) According to our Language Allocation Policy Native Language (Spanish) instruction is planned according to

## A. Programming and Scheduling Information

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

- 1.) In each classroom from Kindergarten to Fifth grade, the language is separated according to program. Each class is composed of EP's and ELL's and EPs. The English Proficient and English language learners are integrated 100% of the day—everyday. The language of instruction is based on a weekly cycle –one week of instruction is conducted in English and the next week the instruction is conducted in Spanish.
- 2.) Each week the EP's and ELL's receive 100% instruction in alternate languages. After five days, the language of instruction is 50% in Spanish and 50% in English. All content areas that are taught in both English and Spanish are Social Studies, Science, Health and Art.
- 3.) Our Kindergarten and First grade uses the Roller Coaster Method one day English, one day Spanish. Grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, use the 50/50 model one week English and one week Spanish throughout all content areas. The language used for each content area matches the language of the day K-1, and the language of the week for 2<sup>nd</sup>-3<sup>rd</sup>.
- 4.) The Dual Language model configuration that is currently in place in our school is side by side alternate day program in kindergarten. and second grade. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room). First,third,four and fifth are self contained. One teacher who provides instruction in both languages. alternating the languages on a weekly basis
- 5.) The two groups of students are linguistically integrated. Depending on the model configuration. Each classroom contains intructional materials that are well organized so that the language of instruction is clearly designated by color(red-Spanish)(blue-English). The Emergent Literacy is taught Simultaneously both languages taught at the same time

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and support for school staff:

1. Our ELL personal participates in specialized Professional Development that emphasize on appropriate instructional approaches and methods use to teach ELLs. Professional development consists of in-house programs, outside contracted personnel. Common Branch teachers, and paraprofessionals have received P.D. in small group work, differentiated instruction as well as having Susan Sullivan (author) coming in to work with administration on differentiated instruction. Our Bilingual Teacher Trainer has also implemented RIGOR program with our 3<sup>rd</sup>-5<sup>th</sup> grades. VTS (Visual Thinking Strategies) program geared to help children build language, which in turn contribute to the writing skills of the students. All bilingual classes and common branch teachers with ELL students participate in the VTS strategies. Our guidance councilor, school psychologist and parent coordinator have all received training with regard to student in temporary housing, bullying, suicide prevention, child abuse, IEP goal setting, related services, mandated services and academic outreach. The secretaries from school have

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2. In order to assure that our ELLs have a smooth transition from our school to the feeding intermediate school we have constant communication with the administration of the school. In addition, the feeding Intermediate school offers Saturday professional development for upper grade teachers of our school to help prepare our students for the transition to middle school. Guidance Counselor identifies Middle schools providing strong academic services for our ELL students, and reaches out to our feeding Middle schools to talk about the different programs we have in our school, to see if there could be a continuation of programs like Dual Language.
3. Twice a year our schools dedicates time to train our newly arrived teachers and teachers who have not finished their 7.5 mandated ELL/ESL training. This year on February and April/2012 are our dates to train teachers, either by outside personnel or in-house ESL teacher Ms. Soto and Mrs. Bertha Lugo Bilingual Site Coordinator to do the training. All records of this training are kept in the Bilingual Coordinator's room for easy access.

## Courses Taught in Languages Other than English

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1.) The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests.

2.) Our parent coordinator Enid Burgos seeks for different agencies to come to our school to provide workshops based on the different needs. We have had Cornell University for the last 4 years to provide workshops on parenting, and nutrition. we've had a great success with this program.

3.) We have taken into account their feed back when making decisions based on formal and informal surveys. We

Social Studies	Spanish		
<b>E. Parental Involvement</b>			
<ol style="list-style-type: none"> <li>1. Describe parent involvement in your school, including parents of ELLs.</li> <li>2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</li> <li>3. How do you evaluate the needs of the parents?</li> <li>4. How do your parental involvement activities address the needs of the parents?</li> </ol>			
<p>1.) The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests.</p> <p>2.) Our parent coordinator Enid Burgos seeks for different agencies to come to our school to provide workshops based on the different needs. We have had Cornell University for the last 4 years to provide workshops on parenting, and nutrition. we've had a great success with this program.</p> <p>3.) We have taken into account their feed back when making decisions based on formal and informal surveys. We are fortunate enough to have ample staff that is able to provide translation services for English only speaking staff members when needed. We also make use of the DOE Translation unit when the need arises.</p> <p>4.) During the month of September we send out a surveys to find out what programs parents are in the most need. Our ESL classes, and computer classes. Saturdays seem to be a great success. Parents have requested it year after year. we also provide educational trips to "Repertorio Español", New York City landmarks, and libraries. Parents are encouraged to attend assembly programs provided by their children as well as outside performers. Writing celebration notices are sent out by teachers upon completion of writing pieces. Parents are kept informed through regular progress reports which are sent out in between marking periods. We communicate by telephone and mail to discuss issues and student progress as well. We are currently looking into new technology which will allow us to communicate more effectively with all parents by means of telephone, e-mail, text and cell phone. Parents are invited to our twice yearly (September and June) Parent Teas. Discussions are held with regard to school-wide and grade-wide goals for the current year in the fall and the coming year in the spring. Parents visit the classrooms and meet teachers where goals and partnerships are explored. There are orientation meeting which we hold in May, June and September for new incoming students. The PTA holds monthly meetings throughout the year in both English and Spanish and parents participate in a variety of workshops throughout the year given by both in-house</p>			

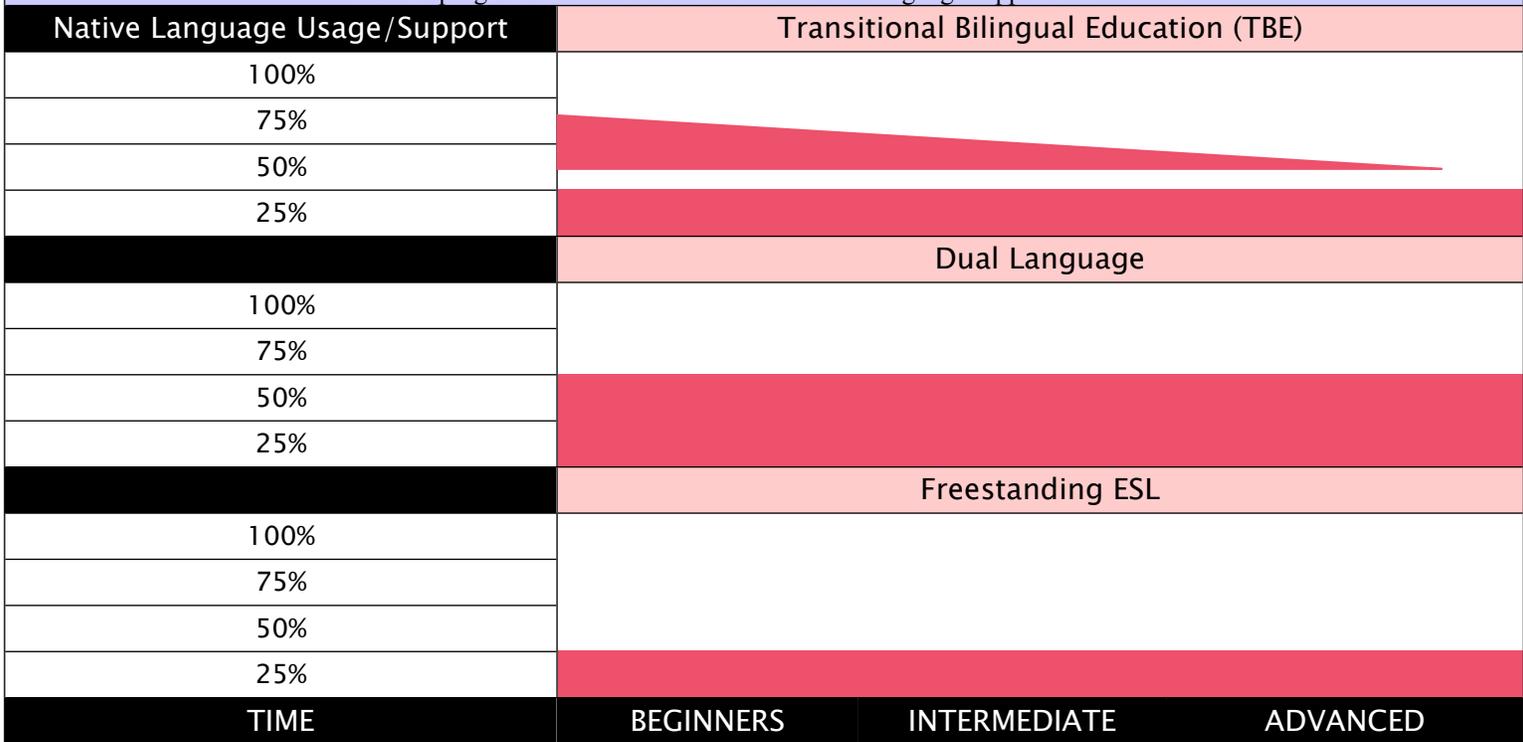
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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We have an extensive academic intervention program for our ELLs at P.S. 145K. Generally academic intervention programs are delivered on a push-in basis by 1 ESL certified teachers , and a team of AIS personnel including an AIS paraprofessional. Services are delivered to our ELLs in small groups and on one-to-one basis. The services are provided during the school day, extended day, and extended week (Saturday, ELL Academy). For ELA in grades 1 and 2, academic intervention teachers push into the classes 4 to 5 times per week. They focus on guided reading and word study, using ESL methodology to deliver lessons. In grades 3, 4 and 5 teachers focus on specific reading skills identified after a baseline assessment(Reading Street) Unit Benchmark test. For Mathematics academic intervention is also delivered small group and one-to-one. Teachers push into the class during the day and extended day. A push-in Math Intervention Team (MIT) program for differentiated instruction has been implemented for grades 3, 4, and 5. During our 37 1/2 one day is dedicated to review math skills according to students deficiencies.

9.) After an ELL student has reached a level of proficiency on the NYSESLAT, that student will continue to be supported by the push-in ESL teacher for the immediately proceeding 2 years. Native language material is also available for these students in their monolingual classroom. We try whenever possible to place these students with a teachers who speaks the same native language and is knowledgeable of ESL methodology. We provide support as needed and/or recommended by classroom teachers. These students will continue to receive testing modifications for the next two years. These students will be offered the opportunity to participate in after school programs funded by Title I and Title III.

10.) A new reading program is in full effect this year(Reading Street). This reading program uses the Reading First guidelines and the core curriculum standards

11.) We will not discontinue any of our current educational program. We are currently analysing our Math program.

12.) The ELLs at P.S. 145K are encourage to apply to all of the program that we offer, While some of the programs are strictly specified for our ELLs. We have an SES provider (Liberty Learning Lab) who accepts all of the students who apply in the building. Our Saturday ELL institute is geared specifically for our ELL population, in an effort to help them achieve levels of proficiency on the NYSESLAT and passing grades on the ELA exam.

13.) Our instructional model materials uses K-5: Reading Street, to develop Reading and Writing that focuses on balance Literacy. Also a comprehensive intervetion resource designed to accelerate literacy and language development. Science, Social Studies, and Math aligned with the standards.

14.) According to our Language Allocation Policy Native Language (Spanish) instruction is planned according to

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1.) In each classroom from Kindergarten to Fifth grade, the language is separated according to program. Each class is composed of EP's and ELL's and EPs. The English Proficient and English language learners are integrated 100% of the day-everyday. The language of instruction is based on a weekly cycle -one week of instruction is conducted in English and the next week the instruction is conducted in Spanish.

2.) Each week the EP's and ELL's receive 100% instruction in alternate languages. After five days, the language of instruction is 50% in Spanish and 50% in English. All content areas that are taught in both English and Spanish are Social Studies, Science, Health and Art.

3.) Our Kindergarten and First grade uses the Roller Coaster Method one day English, one day Spanish. Grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, use the 50/50 model one week English and one week Spanish throughout all content areas. The language used for each content area matches the language of the day K-1, and the language of the week for 2<sup>nd</sup>-3<sup>rd</sup>.

4.) The Dual Language model configuration that is currently in place in our school is side by side alternate day program in kindergarten. and second grade. There are two separate classrooms for instruction in each of the two languages (Spanish room and English room). First,third,four and fifth are self contained. One teacher who provides instruction in both languages. alternating the languages on a weekly basis

5.) The two groups of students are linguistically integrated. Depending on the model configuration. Each classroom contains intructional materials that are well organized so that the language of instruction is clearly designated by color(red-Spanish)(blue-English). The Emergent Literacy is taught Simultaneously both languages taught at the same time

strategies. Pre and post-tests are given to our ELL students to monitor their performance and progress, which helps teachers set and revise student goals to strategically target their instruction. Just this past school year the effectiveness of the programs used was demonstrated on all of our High-stake tests, we were able to measure all of our ELLs progress and performance. Our findings indicated that our ELL students did make gains from the previous year and met their targeted goals.

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Professional Development and support for school staff:

1. Our ELL personal participates in specialized Professional Development that emphasize on appropriate instructional approaches and methods use to teach ELLs. Professional development consists of in-house programs, outside contracted personnel. Common Branch teachers, and paraprofessionals have received P.D. in small group work, differentiated instruction as well as having Susan Sullivan (author) coming in to work with administration on differentiated instruction. Our Bilingual Teacher Trainer has also implemented RIGOR program with our 3rd-5th grades. VTS (Visual Thinking Strategies) program geared to help children build language, which in turn contribute to the writing skills of the students. All bilingual classes and common branch teachers with ELL students participate in the VTS strategies. Our guidance councilor, school psychologist and parent coordinator have all received training with regard to student in temporary housing, bullying, suicide prevention, child abuse, IEP goal setting, related services, mandated services and academic outreach. The secretaries from school have received training in payroll system and Leave and TRAC and pension. Our Physical Therapist has gone from training in 'The Research Driven Practice, NDT, Integrating Standardized Assessments into school based practice, The Pediatric Primer and Evidence Based Practice." Our Speech Therapists have gone out to P.D. on Contextualized Language and Speech/Language Staff P.D. Conference. ESL strategies PD will be provided for all support personnel and administration. On February and April 2012 as part of the Jose P. mandated training.
2. In order to assure that our ELLs have a smooth transition from our school to the feeding intermediate school we have constant communication with the administration of the school. In addition, the feeding Intermediate school offers Saturday professional development for upper grade teachers of our school to help prepare our students for the transition to middle school. Guidance Counselor identifies Middle schools providing strong academic services for our ELL students, and reaches out to our feeding Middle schools to talk about the different programs we have in our school, to see if there could be a continuation Of programs like Dual Language.
3. Twice a year our schools dedicates time to train our newly arrived teachers and teachers who have not finished their 7.5 mandated ELL/ESL training. This year on February and April/2012 are our dates to train teachers, either by outside personnel or in-house ESL teacher Ms. Soto and Mrs. Bertha Lugo Bilingual Site Coordinator to do the training. All records of this training are kept in the Bilingual Coordinator's room for easy access.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

- 1.) The school as a whole holds parent-teacher conferences twice a year with the rest of the city. In addition, we hold various workshops throughout the year. We also tailor workshops according to parents' needs and requests.
- 2.) Our parent coordinator Enid Burgos seeks for different agencies to come to our school to provide workshops based on the different needs. We have had Cornell University for the last 4 years to provide workshops on parenting, and nutrition. we've had a great success with this program.

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3.) We have taken into account their feed back when making decisions based on formal and informal surveys. We are fortunate enough to have ample staff that is able to provide translation services for English only speaking staff members when needed. We also make use of the DOE Translation unit when the need arises.

4.) During the month of September we send out a surveys to find out what programs parents are in the most need. Our ESL classes, and computer classes. Saturdays seem to be a great success. Parents have requested it year after year. we also provide educational trips to "Repertorio Español", New York City landmarks, and libraries. Parents are encouraged to attend assembly programs provided by their children as well as outside performers. Writing celebration notices are sent out by teachers upon completion of writing pieces. Parents are kept informed through regular progress reports which are sent out in between marking periods. We communicate by telephone and mail to discuss issues and student progress as well. We are currently looking into new technology which will allow us to communicate more effectively with all parents by means of telephone, e-mail, text and cell phone. Parents are invited to our twice yearly (September and June) Parent Teas. Discussions are held with regard to school-wide and grade-wide goals for the current year in the fall and the coming year in the spring. Parents visit the classrooms and meet teachers where goals and partnerships are explored. There are orientation meeting which we hold in May, June and September for new incoming students. The PTA holds monthly meetings throughout the year in both English and Spanish and parents participate in a variety of workshops throughout the year given by both in-house

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	37	1	0	2	3	1								44

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	11	0	0	0	0	0								11
Advanced (A)	19	0	0	0	0	0								19
Total	67	1	0	2	3	1	0	0	0	0	0	0	0	74

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	1	0	1	1							
	I	16	8	7	2	3	14							
	A	32	38	18	21	19	29							
	P	28	31	15	16	23	7							
READING/ WRITING	B	18	18	13	1	3	3							
	I	20	12	15	7	16	7							
	A	13	25	10	20	23	17							
	P	26	23	3	11	4	14							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	24	6	0	36
4	21	24	2	0	47
5	21	19	6	0	46
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	4	12	9	2	5	1	1	38
4	1	12	10	16	5	4	0	0	48
5	11	5	17	2	10	0	1	0	46
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	6	3	14	13	11	0	1	48
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	11	12	24	52	0	1	5	6
Chinese Reading Test								

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1.) The tools our school uses to assess the early literacy skills of our ELLs are the following: Fountas and Pinnell, periodic running records, Reading Street baseline test, weekly selection test, Fresh reads for differentiated test practice, Unit benchmark test, Data collected from this assessments tools is used to plan curriculum according to students needs, strength and weaknesses. We also plan rigorous instruction across the different programs to set goals for our ELL students .

2.) The data patterns across proficiency levels on the Lab-R, and the NYSESLAT revealed that after two years on the Bilingual Program students are able to transfer their skills and knowledge into the second language. For the most part our ELLs go up one or two levels above beginners after taking the NYSESLAT for the first time. The NYSESLAT revealed that in 2010 most our students scored between Advanced (141), intermeadiate (79), leaving (56) at the beginning level. On the Lab-R most of our new comers scored at the biginning level.

3.) Looking at individual NYSESLAT modalities allows us to determined strengths and deficiencies within the four strands. The Performance of each modality provides us with meaningful information that enables us to identify and prioritize according to grade level specific skills and strategies as teaching tools to meet students' needs, and appropriately differentiate instruction among our English language levels. This analysis involves a careful collaborative partnership among grade teachers. Together they collect data, and identify learning outcomes,

## Additional Information

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

CONT. from page 14

4. a. We have found that the patterns across proficiencies and grades have been increasing in levels for the last two consecutive years. The area that we have found with the highest progress is the combined modalities of Listening/Speaking. in which the majority of our students fall between the levels of Advanced and Proficient. Although, there has been a high increase on the other two modalities of Reading/Writing across the grades it still staggers between the levels of Intermediate and Advance. Our ELL students have moved up on proficiency levels and raw scores. The ELLs are fairing fairly well in tests taken in English as compared to the native language if their overall proficiency level falls in Advance. Last year 70 of our ELLs became proficient on the NYSESLAT.

b. Teachers as well as the school leadership meet once a week on their common preparation period to discussed ELL periodic assessment, student data, strategies, skills, and curriculum to be implemented with their group of students. After they have discussed data, they plan according to student weaknesses and strenghts, to tailor their instruction and reinforce skills. Training and support is given to bilingual teachers as well as monolingual teachers of ELLs. Our two literacy coaches, and our bilingual teacher trainer conduct these trainings individually or during grade meetings.

c. The school has learned that ELLs who take periodic assessment and have an enrich native language curriculum perform better than their counterparts. This collection of finding allow us to identify and prioritize appropriate resource materials that focuses on academic achievement, language and social development.

5. a. All our English Proficient students are assessed in Spanish with EL SOL and ELE . They are also given periodic assessment in Spanish to determine their Spanish reading level, and also their proficiencie Spanish language level.

b. Our EPs receive regular unit tests in Spanish for all content areas. Our data indicates that our dual language students are at or above grade level in Spanish by the second grade.

c. State and city Assessments ELA and Math indicate that EPs, are meeting standards. Last year the majority of our 3<sup>rd</sup> graders scored a 3 on the ELA, and so did our 4<sup>th</sup> grade. On the Math assessment data showed that their performance was the same as ELA the vast majority scored a 3 on Math.

6. We evaluate the success of our programs for ELLs by articulating and collaborating with classroom teachers. By discussing the implementation and effectiveness of our programs we can monitor and scaffold using different strategies. Pre and post-tests are given to our ELL students to monitor their performance and progress, which helps teachers set and revise student goals to strategically target their instruction. Just this past school year the effectiveness of the programs used was demonstrated on all of our High-stake tests, we were able to measure all of our ELLs progress and performance. Our findings indicated that our ELL students did make gains from the previous year and met their targeted goals.

# Part VI: LAP Assurances

School Name: <u>Andrew Jackson</u>		School DBN: <u>32K145</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucia Perez-Medina	Principal		11/21/11
Catherina Garzon	Assistant Principal		11/21/11
Enid Burgos	Parent Coordinator		11/21/11
Irene Soto	ESL Teacher		11/21/11
	Parent		11/21/11
Nydia Bernacet	Teacher/Subject Area		11/21/11
Bertha Lugo	Teacher/Subject Area		11/21/11
	Coach		11/21/11
	Coach		11/21/11
Nerina Rodriguez	Guidance Counselor		11/21/11
Ada Orlando	Network Leader		11/21/11
	Other		11/21/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 32K145      **School Name:** Andrew Jackson

**Cluster:** 4      **Network:** 412

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At PS 145, our main languages are English and Spanish with 3 students speaking Mandarin. According to our data report, 94% of our population is Hispanic, and approximately 4.4% of our students are recent arrivals from Puerto Rico, Mexico, and Ecuador. In Addition we have had recent arrivals from Dominican Republic who test as ELLs. This data, along with information gathered from the Home Language Survey (HLIS), ATS (RPOB) information, emergency blue cards filled out by parents at time of registration, and/or individual request from parents to get schools information in their proper native language. All this data makes it very clear for our pupils needs assessment, and all the related material sent from our school to ensure that parents understand the information that is sent. We have three families that require Mandarin translations. One of our staff members is fluent in Mandarin to provide personal oral interpretation or through phone calls. There are also other Mandarin-English speaker parents who volunteer for translations during Parent Teacher Conferences. All materials going out to parents are translated into Spanish to assure parents understanding, and involvement. All of our agendas, parents' notifications letters, school monthly calendar, PTA meetings attendance, parents coordinators logs, Parent Teacher Conference attendance sheet, day school activities (parents programs), and Saturday activities attendance and ESL attendance sheets are looked very carefully.

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

The majority of our non-English speaking parents are native speakers of Spanish, and a small number of Mandaring speakers. This information, as well as the services provided and available, are addressed in parent meetings and with individual parents. In addition to written translations, we find the need to provide for interpretation services. We are very lucky to have the majority of our staff to have Spanish speaking background. Teachers are able to communicate with parents in their native language. There is always staff available for those teachers who do not speak Spanish. Our Parents coordinator Enid Burgos and our Bilingual Site compliance Bertha Lugo, are always available to translate documents to be sent out, and also whenever a parents requires oral translation. All these findings are share with our school

community during meetings. The data documents mentioned above are centrally located in the Bilingual Site Compliance's office to have easy access whenever the need

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All school communication handouts are provided in English and Spanish. All these items are translated by in-house school staff. Chinese (Mandarin) translations are provided by New York City Department of Education translation services.

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

All parent meetings and workshops are conducted in English and Spanish. School staff assigned to provide interpretation are available during Parent Teacher conferences and at all times for individual parent meetings. As mentioned above we are very lucky to have the majority of our staff to be Spanish background. Our teachers are able to communicate with the majority of our parents in Spanish and English. For the non-English speaking teachers our parent coordinator and or our Bilingual Site Compliance are always available to do oral translations, and letters to parents. There is always personnel assigned to attend meetings on Saturday to assist with translations. For our Mandarin speaking parents, Mandarin-English parents volunteers are available. In any given case that we can not get volunteers to assist, the translation Unit is contacted.

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

The school is fulfilling all that is mandated in Chancellor's Regulations A663. The primary language spoken by parents is determined through information rendered by the Home Language Survey. With a population of 93% Hispanic, the primary language other than English is Spanish. We will identify any other language groups needed. For languages other than Spanish, we will use the Translation and Interpretation Unit to secure information not readily available at DOE websites. We currently provide Spanish translations for all documents sent home. These include report cards, conduct, safety and discipline policies, legal and disciplinary matters, special education and related service forms, permission slips and consent forms. Department of Education notices of citywide and regional meetings are backpacked in both English and Spanish. We inform parents of the availability of services provided by the department and the information is posted (Attachment A). We ensure that parents in need of language services are not prevented from communicating with our administrative offices due to language barriers related by providing bilingual Spanish staff members.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Andrew Jackson	DBN: 32K145
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 325 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 25 # of certified ESL/Bilingual teachers: <u>314</u> # of content area teachers: 1

### 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: At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in the native language (Spanish), and ESL instruction to eligible ELLs, and where possible, former ELLs, SIFE students, Long Term ELL, and SWD (Students With Disabilities) in kindergarten through second grade on Saturdays. The program will begin in January 2012 and run through May 2012, for three hour sessions 9 am to 12 pm for a total of 10 sessions. Approximately 12 students at each grade level will participate for a total of 72 students. The purpose of this program is to address academic English language, as well as the core subjects in the early education years as an invention to support students' ability to demonstrate greater growth as measured by the NYSESLAT and ultimately, the ELA. It is our goal to support students towards making gains that will result in meeting our AMO targets. We will fully implement elements of our Language Allocation Policy as applicable. Teachers will have clear parameters for language of instruction particular to their group levels and according to Part 154 mandates. Two classes will be taught by bilingual certified/ESL teachers. Program schedules, attendance rosters and progress notes will be established and maintained for the target population. Students' profiles and assessments from their regular classroom teachers will be used to establish goals and benchmarks for the Saturday Institute. Title III budget has been allocated to purchase supplemental supplies and instructional material above and beyond the regular instructional program to support our Saturday ELL Institute. Support instructional material will include NYSESLAT Prep booklets, Achieve 3000, non-fiction libraries, trade books enhancing native language libraries during the school day, general supplies, and to enhance the visuals each teacher has been provided with an Elmo (document readers) as part of technology.

### 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: Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELL students through our regular and special education transitional bilingual program, our dual language program, and students in monolingual classes (ESL). Through out the duration of the Tittle III program, Professional development will be conducted by the staff developer, Bilingual Site Compliance Bertha Lugo, CFN specialists Josie

### Part C: Professional Development

Suares, as well as other consultants from Network 412. Effective December 2, 2011 through May 2012 Teachers will receive Professional development training every Friday. These activities will include: Rigorous Curriculum Design Framework, and Danielson's Framework for teaching, demonstration lessons, inter-visitations, study groups, workshops and conferences. Up to 18 teachers (bilingual, ESL ) will participate in professional development sessions, workshops and lesson demonstrations that will highlight best teaching practices, group work, questioning techniques using the Depth of Knowledge categories, Universal Design for Learning for our Bilingual and ESL SWD. Teachers will review the ESL performance Standards, NYSESLAT strand characteristics, and the NYSESLAT performance level descriptors.

Lesson plan templates will be developed and shared. The planned activities are designed to enhance teacher's ability to understand and implement curricula aligned to standards, assessment measures and instructional strategies.

### Part D: Parental Engagement Activities

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

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

Begin description here: Our school's expectations for parental involvement is to support and strengthen student academic achievement. Effective September 23, 2011 a series of workshops and training sessions have been taking place. Our school's Parent Coordinator Enid Benitez and Our Pre-Kindergarten family worker Nancy Ponce are active participants with our parent involvement. They take charge in advertising through our monthly news letter, monthly calendar and these are disseminated in the major languages (English/Spanish) spoken by the majority of our parents. Also, our school messenger system-Global Connect informs parents in both languages. Computer Technology, English as a Second Language (ESL) classes on Saturdays (9-12 PM) commencing January 2012 through May 2012. Workshops of interest, including, but the limited to: A series of Cook Shop/Cornell University Nutrition Workshops, beginning November 1st, 2011 through January 10, 2012 every Tuesday for 8 weeks. Health Related Workshops (Asthma) Twice a year. Child abuse five sessions, effective January 19, 2012 through May 19, 2012. Parent Excursions such as: Museum trips, Holiday Landmarks trip, Theatrical performances (Repertorio Español) throughout the year. Opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy classes and reading strategies, ESL, and Dual Language program. Opportunities to participate in curriculum workshops and fairs in Literacy, Mathematic, Social Studies and Science.

### Part E: Budget

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

Allocation Amount: \$

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