Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : NICHOLAS HERKIMER SCHOOL

DBN : 23K155

PRINCIPAL: NELLY CORTES EMAIL: NCORTES3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

03-16-2012

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
Nelly Cortes	Principal	
Todd Abbott	UFT Chapter	
Kemesha Evans	PA	
Jacqueline Henry	Member/Teacher	
Lana Haynes	Member/Teacher	
Jacqueline Bens	Member/Parent	
Geogina Cook	Member/Parent	
Delvi Randolph	Member/Parent	
Ibelis Rodriquez	Member/Parent	
Evelyn Cruz	Member/Parent	

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: Increase students' overall performance so they can meet and exceed the standardized ELA test scores.

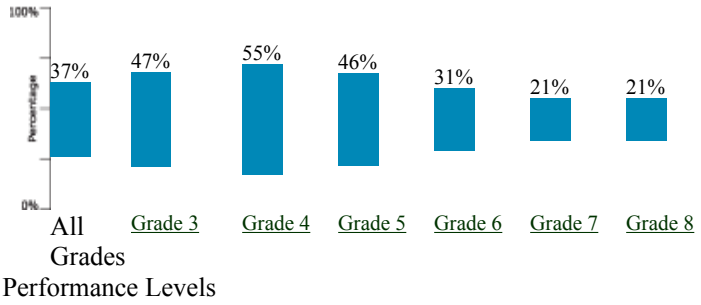
By June 2012, overall student population will demonstrate progress toward achieving State standards as measured by a 5% increase, in students scoring at Level 3 & 4 in the NYS ELA assessment.

Comprehensive needs assessment

The overall needs assessment revealed that the school has made some progress in raising student achievement. The principal's clear vision, high expectations of students and the dedication of the staff and student body have all been contributing factors for the same. While progress has been made, and the school received an **A** on the **Progress Report 2010-2011**, the school must continue and expand on efforts to close the achievement gap. In analyzing the demographic and performance data (NYS Accountability and Overview Report 2010-2011), it was revealed that the school has not made the AYP in the subgroup Limited English Proficient.

Aggregate Performance-2010-2011/NYSTP ELA Performance

Level 3 and Above | Level 2 and Above



In analyzing the school's qualitative and quantitative data, the following was concluded:
The results from the 2010-2011 standardized ELA exams reveal gains/losses in students performing on and above grade level as follows: 47% in grade 3 (**gain 7** percentage points), 55% in grade 4 **gain of 21** percentage points), 46% in grade 5 (**gain of 14** percentage points), 31% in grade 6 **gain 21** percentage points), 21% in grade 7 **gain 3** percentage points), and 21% in grade 8 (loss of 12 percentage points).

Instructional strategies/activities

Current strategies for improving instruction and student performance in English Language Arts :

- AIS services will be provided for all students identified as performing below a Level 3.
- AIS services include but are not limited to morning school, extended day, push-in/pull out services by highly qualified staff.
- Teachers will use data to plan and drive instruction. Performance data will be utilized to group students and implement differentiated instruction**.**
- A curriculum planning team will be established to ensure ELA/ curriculum maps are aligned to Common Core Learning Standards.
- Research based programs will be utilized to meet the needs of all learners; SES based (Achieve 3000,Educate On-line and Global Partnership)
- Professional development will be provided by C.I.T.E. and AUSSIE Consultants, Literacy and Reading First coaches to share best practices and keep teachers abreast of strategies and resources to meet the needs of all learners.
- In addition, common planning time will be scheduled to allow teachers to meet and share best practices.

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- Funds will be available to purchase needed ELA resources/Common Core Learning Standards resources.
- Grade conferences will be held to discuss the results from different assessments administered throughout the year (ECLAS 2, DIBELS Next, Predictive and ITA assessments, Harcourt assessments.) Teachers will discuss strategies for using this data in order to plan, group, and differentiate instruction to meet the individual needs of students. Professional development on using ARIS and Acuity will be conducted throughout the year. Formative assessment will be administered (Dec./Jan.)
- Interim assessments followed by (Progress Monitoring) will be implemented in Grades 3- 8. The ITA, Predictive, and Performance Series (Scantron) will be administered during the following 2 (two) windows; (Oct. /Nov.,) & (March /June).
- K-2 will be assessed using DIBELS Next, ECLAS-2, followed by Progress Monitoring, during the following periods; (Sept. /Oct.,) (Nov. /Dec.) (Jan. /Feb.) (April / May)
- Grades 2 and 3 will also be assessed using E-PAL (January 10-21)

Strategies to increase parental involvement

Since families and community members are a vital part of the educational process and social maturity of the students, the school strives for maximum collaboration. Parents will be encouraged to participate in the School Leadership Team, school activities, celebrations, and classroom visits. The Parent Association cooperates fully with the Administration and faculty. The PA will be encouraged to utilize the services of the Learning Leaders Organization, and the parents' volunteer program. Parents are an integral aspect of extracurricular activities such as field trips. Parents will be kept apprised of school functions via letters, flyers, monthly meetings and posters displayed on bulletin boards. They will take the initiative to organize school picture-taking, kindergarten stepping up, social activities, trips, dances, and fashion shows. They will organize fund raising events such as Book Fairs, flower sales, and cakes sales. All proceeds of fund raising events will be used to meet the needs of the school and students. Their contributions will be instrumental in building the morale of the staff and school community by sponsoring festivities such as Thanksgiving luncheon, Multicultural luncheon for Black History Month, End-of-Term dinners, and the Teacher Recognition luncheon. A Parent School Contract and Handbook will be distributed in early September. A parent orientation will be offered to parents new to the school. Our Parent Coordinator will be responsible for the entire program and shall be available to handle any parent or community member's request. The Parent Coordinator in collaboration with the P.A. president will conduct Professional Development session for our parents. The C.I.T.E. consultants and 21st Century leaders will conduct workshops on a monthly basis on selected topics.

Strategies for attracting Highly Qualified Teachers (HQT)

- PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from Coaches, CFN, C.I.T.E. and AUSSIE Consultants in the form of professional development, modeling, and inter-class visitation.

- High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by coaches, CFN, C.I.T.E and AUSSIE Consultants and grade level teachers. Staff will also be also delegated to attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development.

- Strategies to attract high-quality, highly qualified teachers to high-need schools.
  Intensive Professional Development with per-session opportunities will be provided to new teachers. Mentors and Coaches will also assist new teachers by modeling best practices, and providing inter-class and inter-school visitations. Collaborative groups on each grade level work will together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

Service and program coordination

Project Arts, 21st Century programs including the Leadership Program, Visions, OASIS all provide extracurricular activities for the students and parents at the school. The activities provided through these programs are designed to further promote students' academic and social growth, encourage parental involvement and build community relations.

Budget and resources alignment

Funds used to support this goal includes but is not limited to:

- Reading First Coach- (Contract for Excellence Funds and Fair Student Funding)
- Literacy Coach - (Contract For Excellence Funds
- Professional Development provided to teachers Title I- 5% highly qualified
- Parent Coordinator Support Meetings
- Title III Funds
- Title III immigration
- Title I
- FSF-per-session

ANNUAL GOAL # 2 AND ACTION PLAN

Annual Goal # 2: *Increase academic rigor by aligning instruction to the Common Core Learning Standards.*

By June 2012, All students will be engaged in at least one literacy task aligned to strategically selected Common Core Learning Standards.

Comprehensive needs assessment

Grade	# Tested	Level 1 Percentage	Level 2 Percentage
All Grades	346	13%	50%
Grade 03	55	5%	47%
Grade 04	58	9%	36%
Grade 05	56	11%	43%
Grade 06	61	20%	49%
Grade 07	58	17%	62%
Grade 08	58	16%	64%

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An analysis of the Progress Report ELA scores for 2010- 2011 indicates that 63% of our students performed at either a Level 1 or 2. Based on the above data PS/IS 155 will be implementing an academic rigorous instructional program aligning the curriculum maps to the Common Core Learning Standards. The curriculum alignment to the Common Core Learning Standards will afford students opportunities supersede levels 1 and 2 on the NYS Test.

Instructional strategies/activities will include:-

- *Utilizing the literacy 'Bundles' students will complete tasks that ask them to read and analyze informational texts and write opinions and arguments in response to literary work.*
- *Formally and informally observing teachers during instruction to ensure that teachers are using data to drive instruction.*
- *Monitoring and reviewing student work aligned to the 'Bundles' during weekly common preparation periods.*
- *Reviewing weekly Team Learning Logs to address students' next steps.*
- *Grade level conferences and study groups.*
- *Teacher schedules being created to facilitate increased collaboration and effectiveness*
- *Teachers developing CCLS aligned assessments*
- *Teachers developing units of study with embedded CCLS-aligned tasks*
- *The instructional support team will assist teachers, that consist of administration, Reading First Coach, Literacy Coach and Teacher Grade Level Leaders, in creating pre- and post- assessments and units of study.*
- *Providing feedback to teachers at post-observation conferences*
- *Teachers reviewing student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks*
- *Teacher teams reviewing the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and group of students.*
- All students will complete a variety of tasks that ask them to read and analyze informational texts and write opinions

and arguments in response to literary tasks. All students will be engaged in cognitively completing ELA tasks aligned to the 'Bundles'.

- Teachers will monitor and review student work aligned to the 'Bundles' during weekly common preparation periods.
- Teachers will review and update weekly Team Learning Logs to address students' next steps.
- Teacher schedules will be created to facilitate increased collaboration and effectiveness in an effort to provide the best teaching strategies for learning.

Strategies to increase parental involvement

- sharing information about school and parent related programs, meetings and activities in a simplistic other format with language 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
- engage parents in discussions 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;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops. These will be 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. 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from Coaches, CFN, C.I.T.E and AUSSIE Consultants in the form of professional development, modeling, and inter-class visitation.
- High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by coaches, CFN, C.I.T.E and AUSSIE consultants, and grade level teachers. Staff will be also sent out to workshops and conferences when appropriate in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development.
- Strategies to attract high-quality, highly qualified teachers to high-need schools.
  Intensive Professional Development with per-session opportunities will be provided to new teachers. Mentors and Coaches will also assist new teachers by modeling best practices, and providing inter-class and inter-school Visitations. Collaborative groups on each grade level work will together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

Service and program coordination

Project Arts, 21st Century programs including the Leadership Program, Visions, OASIS all provide extracurricular activities for the students and parents at the school. The activities provided through these programs are designed to further promote students' academic and social growth, encourage parental involvement and build community relations.

Budget and resources alignment • Reading First Coach- (Contract for Excellence Funds and Fair Student Funding) • Literacy Coach - (Contract For Excellence Funds) • Professional Development provided to teachers title I- 5% highly qualified • Parent Coordinator Support Meetings • Title III Funds • Title III immigration • Title I • 21st Century 80 • ARRA RTTT City Wide instruction • TL FSF Legacy teacher

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Increase the number of K-8 School Teachers mastering an on-going and collaborative process in an Inquiry Team Space.

By June 2012, 100% of K-8 School Teachers at PS/ IS 155 will become a member of an Inquiry Team Spaces on ARIS.

Comprehensive needs assessment

At present 90% of K-8 school teachers at PS/IS 155 are currently engaged in the Inquiry Team Space. Since this needs assessment should include 100% of the K-8 Teachers, we will ensure that the 10% receive the professional support to become active members. This collaborative process will empower them to monitor, review, and update student work against the CCLS, to identify gaps in instruction, modify instruction, and create meaningful tasks.

Instructional strategies/activities

- Launch Professional Development using ARIS Connect as a place for communities.
- Teacher teams will meet every Wednesday during 50 minute block to discuss student data and progress.
- Teacher teams will meet once a week during common preps to monitor, review, update student work and determine whether students are making progress.
- K-8 Teachers will attend Professional development through our CFN, AUSSIE and CITE Consultants.
- Utilize ARIS to review and align curriculum maps to CCLS.
  K-8 Teachers will be encouraged to post best practices and strategies that are suitable for enhancing students' progress in ELA.
- Progress will be determined through continuous analysis of student performance data including but not limited to Periodic Assessments, student portfolios, teacher-made tests, and discussions held at weekly Inquiry Team meetings. .
- **Interval**: These assessments will be analyzed collectively 4 times a year, in September, November, February and May. Discussions on student progress will be held weekly during Inquiry meetings.
- **Projected gain**: 100%

Strategies to increase parental involvement

- 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 respond to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

Strategies for attracting Highly Qualified Teachers (HQT)

- PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from, CFN, C.I.T.E and AUSSIE Consultants in the form of professional development, modeling, and inter-class visitation.
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- High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by coaches, CFN, C.I.T.E and AUSSIE Consultants, and grade level teachers. Staff will also be also delegated to attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development.

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- Title III Funds
- Title III immigration
- Title I

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related S
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	20	20	N/A	N/A				4
1	20	20	N/A	N/A	9			3
2	26	26	N/A	N/A				3
3	18	18	N/A	N/A	1			
4	30	30			2			2
5	20	20			7			2
6	18	18			8		3	3
7	15	15			7		2	
8	20	20			17		2	

Name of Academic Intervention Services (AIS)	**Description**
ELA: Wilson; Voyager**,** Performance Series, Liberty Learning Program, Educate.Com and Global Partnership	English Language Arts instruction that includes strategies to improve a student's performance to meet the New York State Performance Standards. Methods for delivery of service include differentiated instruction for AM+PM Extended Day programs, and differentiated instruction during the instructional day.
Mathematics: PLATO Learning (Playstation); Liberty Learning Program, Educate.Com and Global Partnership	Mathematics instruction that includes strategies to improve a student's performance to meet NYS Performance Standards. Methods for delivery of service include differentiated instruction during the P.M. Extended Day program, and differentiated instruction during the instructional day.
Science:	Science instruction that includes strategies to improve a student's performance to meet the NYS Performance Standards and assist with required exit exams. Methods for delivery of instruction include differentiated instruction during the PM Extended Day program as well as during the instructional day.
Social Studies:	Social Studies instruction that includes strategies to improve a Student's performance to meet the NYS Performance Standards and assist with required exit exams. Methods of delivery of service include differentiated instruction during the PM Extended Day program as well as during the instructional day.
At-risk Services Provided by the Guidance Counselor:	Small group or one-on-one counseling is conducted during the school day. At risk counseling students receive related services from the school Guidance Counselor on a weekly basis throughout the school day. Non-mandated students are seen by the Guidance Counselor on a need to basis. At risk counseling is provided for students on a needs to basis.
At-risk Services Provided by the School Psychologist:	Emergency intervention counseling on a one-to-one basis, during the school day. The School Psychologist screens for learning difficulties, meets with parents and teachers to discuss the needs and remediation for the identified students.
At-risk Services Provided by the Social Worker:	Small group or one-on-one non-mandated counseling services are provided.
At-risk Health-related Services:	504 health-related services are provided.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 23k 155 **School Name:** Nicholas Herkimer Street

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: ☐ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 X Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☐ Basic ☐ Focused ☐ Comprehensive

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) X Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The NYS Record Card revealed that Limited English Proficient student did not make the Annual Yearly Progress in ELA.

- AIS services will be provided for all students identified as performing below a Level 3.
- AIS services include morning school, extended day, push-in/pull out services by highly qualified staff.
- Teachers will use data to plan and drive instruction. Performance data will be utilized to group students and implement differentiated instruction.
- Research based programs will be utilized to meet the needs of all learners.
- Professional development and support will be provided by administration/coaches/lead teachers/ mentor to share best practices and keep teachers abreast of strategies and resources to meet the needs of all learners.
- In addition, common planning time will be scheduled to allow teachers to meet and share best practices.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Launch Professional Development using ARIS Connect as a place for communities.
- Teacher teams will meet every Wednesday during 50 minute block to discuss student data and progress.
- Teacher teams will meet once a week during common preps to monitor, review, update student work and determine whether students are making progress.
- K-8 Teachers will attend Professional development through our CFN, AUSSIE and CITE Consultants.
- Utilize ARIS to review and align curriculum maps to CCLS.
  K-8 Teachers will be encouraged to post best practices and strategies that are suitable for enhancing students' progress in ELA.
- Progress will be determined through continuous analysis of student performance data including but not limited to Periodic Assessments, student portfolios, teacher-made tests, and discussions held at weekly Inquiry Team meetings. .

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.

The 10 percent of Title I funds will be utilized to provide teachers professional development. The teachers will be involved in 60 hours of in class support utilizing the CCLS in ELA and Mathematics. The CITE(center for integrated teacher education) consultants will provide on-going full day teacher workshops in CCLS.

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

PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from Coaches, CFN, C.I.T.E. and AUSSIE Consultants in the form of professional development, modeling, and inter-class visitation.

High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by coaches, CFN, C.I.T.E and AUSSIE Consultants and grade level teachers. Staff will also be delegated to attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development.

Strategies to attract high-quality, highly qualified teachers to high-need schools.
Intensive Professional Development with per-session opportunities will be provided to new teachers. Mentors and Coaches will also assist new teachers by modeling best practices, and providing inter-class and inter-school visitations.
Collaborative groups on each grade level work will together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

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.

The parent will receive notification about the school's identification school improvement in English and Spanish. Parents will be invited to attend a meeting to discuss the schools' plan of action to address next steps.

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Mrs. Roxan Marks	District 23	Borough Brooklyn	School Number 155
School Name Nicholas-Herkimer School			

B. Language Allocation Policy Team Composition ⓘ

Principal Mrs. Nelly Cortes	Assistant Principal Mrs. D. Brown/ Mrs. M. Manns
Coach Jacqueline Henry	Coach Mrs. Lana Haynes
ESL Teacher Zorayda Sanchez-Morales	Guidance Counselor Mrs. Santa Duran
Teacher/Subject Area Josephine Gomez	Parent Mrs. Jacqueline Bens
Teacher/Subject Area Mr. Moises Barreto	Parent Coordinator Ms. Maria Pimentel
Related Service Provider Ms. Lisa Kent	Other
Network Leader Mrs. Roxan Marks CFN	Other Inquiry Leader Ms. Lana Haynes

C. Teacher Qualifications ⓘ

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	546	Total Number of ELLs	64	ELLs as share of total student population (%)	11.72%

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.

Part II ELL Identification Process

PS/IS 155 adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language by assigned bilingual translators and interpreters to assist parents in completing the surveys. Trained pedagogues such as: Ms. Sanchez-Morales our ESL teacher and Mr. Moises Barreto, our Bilingual teacher conduct an informal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment Language Assessment Battery-Revised (LAB/R), and the Language Assessment Battery (LAB for Spanish-speaking ELLs), placement test that establishes both English and Native Language-Spanish proficiency levels. Students that score at or below proficiency on the LAB or LAB-R become eligible for state-mandated services for ELLs. These tests are administered individually to students and are handscored by the ESL teacher. Students are placed in their respective program within the first 10 schools days of initial enrollment. Parents are informed about their child's score by phone and by mail. Mrs. Zorayda Sanchez-Morales, who is our ELL contact Teacher and who teaches ESL is responsible for the initial screening, administering the HLIS, the LAB-R, LAB for Spanish speaking ELLs, and the formal initial oral language assessments.

Additionally, our LAP team members: Mrs. Josefina Gomez-Valera, Mr. Moises Barreto, Ms. Lisa Kent, Mrs. Sanchez-Morales, Mrs. Santa Duran, Ms. Lana Haynes, Jacqueline Henry, and Mrs. Maria Pimentel meet formally and informally during common preparation periods to work collaboratively with the Principal in order to review data used to determine program eligiblility for students from NYSESLAT, LAB-R, LAB Spanish ATS reports, that are used annually to evaluate students' language proficiency and progress in NYSESLAT. NYSESLAT is administered in the spring annually to determine whether our students will continue to receive services for the next school year. The procedures we use to ensure the 4 components (Listening, Speaking, Reading, and Writing) of NYSESLAT are administered is as follows: 1) Our ESL teacher Mrs. Sanchez-Morales and our Test Coordinator Mrs. Jacqueline Henry work collaboratively gathering data from ATS reports such as: RLAT, RNMR, RLAB, and RBEX, BESIS extension of services request to create test accomodations for all ELLs including ELLs in Special Needs Classes. 2) Then each year we study the data and list all ELLs who are eligible for testing including ELLs those who have completed a year and one day in the NYC Public School System. 3) Students are grouped according to grade strands (K-1), (2-4),(7-8) for Listening/Speaking, and Reading/Writing and are assigned to be tested by NYS licensed ESL/Bilingual staff. Student make-up exams are offered throughout the testing period for those students who are absent on a specific testing date. Exams are safely secured in the Principal's office. Upon completion of the testing period, Mrs. Cortes, our School Principal signs the principal certification for delivery of tests, copies of class rosters, and pertinent documents are placed in a secure file in the main office.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Elba Pimentel contacts by phone or mail the parents on an ongoing basis to attend our Parent Orientation workshops to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. Parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs by

review of the HLIS, administration of the LAB for Spanish speaking ELLs and LAB-R results. Parents may also request to observe and visit the participating classrooms, view and discuss video taped lessons to make their final program decision. Our parent coordinator and our ELL contact work collaboratively to ensure that parents receive and return entitlement letters, Parent Surveys and Program Selection forms. If parents do not return form then parents are advised that the default program for ELLs is Transitional Bilingual Education if there are sufficient number of students to do so as per CRPart 154. Otherwise, student will be placed in a Freestanding ESL program.

The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program: During admissions, the school secretary, Ms. Barbara Volino, the parent Coordinator, Ms. Elba Pimentel, and our trained school LAP team members including our ESL teacher provide parents of newly enrolled ELLs with information on the different ELL programs that are available. We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents. Parents complete a Home Language Survey and the student is interviewed in the native language to make an initial determination of the child's home language. The parent receives and completes the survey to show what language the child speaks at home. Parents are invited to attend Parent Orientation in their native language in English and are given opportunities to ask questions so that they can make an informed placement selection. Additionally, on-going orientation in native language spanish is provided throughout the school year to inform parents about curriculum and specific program information. We have bilingual staff that speak the target languages and are available to answer any specific questions parents may have about the programs we offer. Parents who are unable to attend the scheduled meetings may call the school to set an appointment to discuss program matters and their child's academic progress. Generally, the third period of the day has been set aside to assist parents with much needed translations of documents and parent/student conference.

ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student score below proficiency (i.e. beginning, intermediate or advanced level) student is an ELL and are placed in the appropriate program within ten days of enrollment and a hand-scorable document is kept and used for immediate placement. Parent choice, coupled with program availability, and LAB-R/LAB Spanish results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is consistent with the programs offered at our school. Parents want their child to participate in all-day programs offering either TBE or Freestanding ESL: Self contained or Push-in /Pull-Out models. We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, Freestanding ESL Program. During Orientation, parents are informed that Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-8, and in cases where there aren't enough students to form a bilingual class, parents and students can opt for another school in our district, or decide to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. parents want their child to We work hand in hand with parents to inform them about the available resources and program models available at our school. Parents make the final decision to find a school offering Bilingual/Dual Languge programs or opt for a Freestanding ESL instructional program. Our students participate in art, physical education, science, newsletter publishing, peer counseling, all of which provide equal access. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, Inquiry team meetings, and other related conferences. Program models offered at our school is aligned with parent requests.

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):
Dual language program	Yes✪	No❄	If yes, indicate language(s):

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1	1	1	1					9
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	**Newcomers (ELLs receiving service 0-3 years)**	44	**Special Education**	8
SIFE	18	**ELLs receiving service 4-6 years**	16	**Long-Term (completed 6 years)**	4

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									
	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	Total
TBE										0
Dual Language										0
ESL	44	16	2	16	2	4	4	0	2	64
Total	**44**	**16**	**2**	**16**	**2**	**4**	**4**	**0**	**2**	64
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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**
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
TOTAL	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):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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		6	8	2	6	9	2	6	10					**49**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic		2		0	1		1	1						**5**
Haitian				1			1		1					**3**
French						2	1	2	2					**7**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**
TOTAL	**0**	**8**	**8**	**3**	**7**	**11**	**5**	**9**	**13**	**0**	**0**	**0**	**0**	**64**

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?

A. Programming and Scheduling Information

For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teacher works collaboratively with general education classroom teachers on student scheduling and program. The students are picked-up daily by the ESL teacher for instruction. Students are taken to their respective ESL classroom for instruction. K-2 students are homogeneously grouped (proficiency level is the same in one class), 3-4 ESL teacher pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted

A. Programming and Scheduling Information

to meet students' needs. 5-8 students are heterogeneously grouped (mixed proficiency levels). ESL teacher pulls out students for instruction and groups them according to language proficiency levels. Lessons include more listening, speaking, reading and writing strategies and are aligned with supplemental material used in the balanced literacy instructional program.

P.S./I.S. 155 ensures that students are receiving the mandated number of instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program model. Teachers and students are given a schedule to display in their respective classrooms and keep a program card in student notebooks as a reminder. The ESL teachers call each classroom teacher to release the ESL students for instruction during specific periods, but generally students are picked-up by the teacher. Students are pulled out/push-in every day according to their grade level and the mandated time. Students are taught in English. Leveled libraries are available both English and the native language and serve as scaffold for linguistic support. Teachers work with beginners and intermediate level students to learn basic communication skills and fundamentals so they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students focus on the reading and writing skills. Students are also prepared to take the NYSESLAT through a variety of test sophistication material. In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 45 minute period Fridays for vocabulary development, Phonemic awareness, and Listening skills. All students participate in the Imagine Learning English technology program to strengthen language in the four modalities. All ELL students receive the mandated ESL allotted instructional time based on students' proficiency level. Beginners and Intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. The ESL lessons are structured to teach academic vocabulary, grammar, sentence building, and story comprehension, and also allow students to engage in meaningful literacy response, enjoyment and expression. ESL teachers also work collaboratively with classroom teachers to plan lessons and meet student needs. Teachers supplement their lessons using a variety of literacy strategies, technology, and activities.

In order to make content comprehensible to enrich language development, Core content area instruction is provided through a sheltered English approach. Methodologies used include the Total Physical Response(TPR), WEST ED QTEL reading strategies, read alouds, Language Experience Approach, KWL, and activities in all four language modalities(listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students participate in after school and Saturday programs that provide targeted instruction, NYSESLAT preparation and age-appropriate academic achievement standards in English as a Second Language. Students receive small group and individualized instruction for the purpose of identifying, developing and strengthening literacy, math and language skills. The teachers use NYS-ESL Standards, instructional strategies and alignment to Core Depth of Knowledge (DOK) curriculum, Balanced Literacy and the application of the district ESL prototype. All instruction will also comply with CR Part 154 regulations.

Classes use Voyager Passport Reading Journeys II, Trophies, and Moving Into English as their reading program. This research-based reading program is designed to support students as they become proficient readers in English. Trophies meet the standards of research endorsed by the National Reading Panel (2000), and the National Research Council (1998). It uses systematic, explicit reading instruction to develop the skills needed to become a proficient reader. These skills include phonemic awareness, phonics, fluency, vocabulary development and text comprehension. Also, Spanish trade books, Dual language classroom Libraries and a Spanish manipulative picture kit completes the literacy program and continues to address and enhance the teaching and learning of native language arts. All classes have native language literature libraries and dictionaries for their students. Additional funding through Title III will be used to purchase supplementary materials. Content area such as Science, Social Studies and Mathematics are taught and appropriate related materials are purchased.

Instructional materials support the learning of our ELL population. We have dual language libraries, Trophies/Moving Into English, Achieve 3000, Imagine Learning English, Balanced Literacy program as the reading program, Santillana Intensive English program (1999) used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and aroudio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

We differentiate instruction for ELLs using the Common Core-Aligned Task with Instructional Supports for Literacy. Students engage in learning indepth material through Teachers College Reading and Writing Project (TCRWP). Thematic Bundles or unit plans are used for delivery of instruction. Depending on the English proficiency/grade level of students, interest, and abilities; ELLs will develop parallel skills in fiction/ nonfiction reading and argument-writing, based on their skills in extracting evidence from multiple sources. Students will practice and learn to read informational, expository text, gleaning the main ideas and key details. ELLs will spend 3-4 weeks finding, sifting through and ultimately synthesizing resources on a topic in order to develop expertise and to teach others about a particular topic. The units lead students in an exploration of informational text. Read alouds and structured conversations as well as collaborative and independent research are used to guide students in the process of using an informational text as a learning tool(i.e., gathering facts from

A. Programming and Scheduling Information

what an author has written). TCRWP rubric design is used to evaluate student academic learning, success and progress.

a. Instructional plan for SIFE

Our plan for SIFE students begin with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HILS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in the native language. Much feedback is received from the classroom teacher and parent. At present we have (18) SIFE students, (44) newcomers receiving services in the range of 0-3 years, (16) students in the range of 4-6 years and (4) students completed 6 years of service.

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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
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.

teacher will provide additional support to ELLs in our Early Bird morning ELL reading/writing program given Mondays-Fridays from 7:30 am -8:00 am. Students will have an opportunity to read and write across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of

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.
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?

Paste response to questions 8-17

*Programming and Scheduling information-- continued

Our ELL population come from different native-language backgrounds such as: Haitian, French, and Arabic, and from different socioeconomic levels and experiences. Most ELLs in our school are SIFE and have interrupted formal education. In instead of a simplified curriculum for ELLs, our targeted intervention program for ELLs in ELA, Math, and other content area include high rigor and support result in higher achievement for ELLs. ELLs will be supported through scaffolding techiques in the classroom. Students will participate in learning tasks through thematic instruction and guided direct instruction through common core lessons. We will target students in specific language groups such as the ones mentioned above. We plan to pay special attention and target SIFE students who are

A. Programming and Scheduling Information

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Our plans for LEP students with disabilities whose IEP recommend ESL/Bilingual instruction is as follows:

1)The ESL teacher will give students more time to complete class work, model the writing process through scaffolding and building sentence structures. Allow students to read and discuss orally, and through the use of creative art the setting, characters, problems and solutions in a given story.

2)The ESL teacher will guide students in the creative writing process. Students will write across the curriculum and will utilize glossaries, picture dictionaries and the internet to develop story narratives, biographies, and stories in the form of plays. The students will use Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English to further develop literacy.

3) Experiential hands-on lessons will tailored to student's individual learning styles, abilities, and interest by utilizing materials that address their specific needs. Students will use Santillana Intensive English Kit, Moving Into English textbooks, CDs, Poetry/Story Poster Boards, Reader's Theater for literacy response, enjoyment and expression. Students will use Word Builder cards/ Tiles to manipulate sounds, build words, phrases, and sentences. Identify spelling patterns and create their own sentences.

4)The ESL teacher will meet with classroom teachers, SETSS, to discuss individual student progress and specific student class work every Wednesday during 371/2 minutes and have daily feedback during common preparation periods throughout the day. Participate in rigorous Academic Intervention services (AIS) After School, 37 ½ minutes of extended Day using differentiated small group instruction and tutorial program through the S.E.S providers: Liberty Learning (SES) program, and Global Partnership School (SES) Program.

5) Increase high frequency vocabulary and lesson adaptations through the use of Great Source program, Imagine Learning English Technology program, Passport Journeys II, Voyager, and the Wilson program used to develop vocabulary and oral language.

Students will have opportunities to participate in our after-school enrichment reading program offered Thursday-Friday from 2:20-4:20 pm: Teachers will use the Elements of Vocabulary and participate in common core unit plans (Thematic Bundles) to reinforce theme learning, cross cultural knowledge and understanding.

•To further support ELL instruction and learning, students will use Ticket to Read, I Station, Achieve 3000, Imagine Learning English, and Passport Journeys II, Voyager in the classroom and use our State-of-the Arts computer lab.

Our targeted intervention program for ELLs in ELA, Math and other content areas is as follows:

•For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager

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•For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student's vocabulary and fluency.

Courses Taught in Languages Other than English

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)?

Paste response to questions 1-5 here N/A

Math:	0			

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.

Paste response to questions 1-3

Professional Development and Support for School Staff

It is our goal that all students in P.S./ I.S. 155 be supported through the Learning Support Organization (LSO), Children First Network #401 educational and instructional opportunities to ensure their success in English and in native language arts. Our main objective for June 2012, is that all ELL students in P.S. /I.S. 155 receive instructional strategies focused on strengthening ESL, native language arts skills through the core content area. Children First Network #401 and ISC monthly ESL teacher professional development is available to all ELL staff. All teachers of ELLs receive professional development in best teaching practices and ESL methodology, ESL prototype, data analysis and comprehension needs assessment. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

ESL teachers are to attend District initiatives and professional development on a monthly basis in order to keep abreast with new techniques and ESL strategies in the four language modalities. Our teachers participate in the West ED QTEL ESL content area training and acquire a certificate of participation. Imagine Learning English technology program offer our teachers on-going staff development and technical support throughout the school year. All teachers attend in-house professional development opportunities in order to better serve our ELL population. As ELL students transition from elementary to middle school the staff supports and assists ELLs by meeting with their teachers to review and discuss student portfolios and academic progress. The staff also meets the grade leaders and ESL teachers every Wednesday from 2:20- 3:10 p.m. and during teacher common preparation periods throughout the day to address the specific needs of ELLs. Recommendations are given that consequently lead to new topics for staff development. Middle school teachers who have ELL students transitioning to high schools receive orientation workshops and training from our school guidance, and assistant principals. We utilize student portfolios as a tool for transition from elementary to middle school. Also, an exit project consisting of research and oral presentation in content area: Science and Social Studies serves as a springboard for student transition to the next grade. Students wishing to present exit projects in their native language may choose a teacher as their mentor. Parents attend orientation and are given informational packets and forms available in their native language to review school selection and student programs offered. We have staff available who assist parents with translation and interpretation in the following languages: Spanish, French, Arabic and Hatian-Creole. Additionally, Lap team members assist parents with translations and provide technical support.

As per Jose P., our staff (ELL teachers and non ELL teachers) continues to attend the mandated 7.5 hours of ELL training sessions provided by the District Network Leader and our ESL teacher. Teachers meet Mondays 3:15-5:15 pm to attend ESL professional development opportunities and work in study groups. Teacher receive ESL techniques in all four language modalities, methodology, KWL reading strategies, scaffolding, reading in four voices, jigsaw reading strategies, Total physical Response (TPR) activities, practice Language experience approaches and NYSESLAT test sophistication to improve learning. Participants discuss issues regarding Bilingual/ESL and specific student needs. Our ESL teacher Mrs. Sanchez-Morales and Mr. Moises Barreto, LAP team member keep records in school file and log teacher attendance of hours of participation. Upon completion of the 7.5 hour ELL mandated-training participants receive a certificate of participation. A copy of the certificate is also placed in the teacher file. In June, ELL/LAP team members review, update, and maintain training records.

We have set aside Fridays from 2:25-4:25 pm for staff development to emphasize differentiated instruction/Writing Workshop in the classrooms and share much needed linguistic activities across the grade levels. Additionally, 23 K 155 sends teachers to the annual NYSABE Professional Development seminars, which also afford teachers the opportunity to learn about how to further help ELLs, and participants receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations. Teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our Math teachers

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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?

Paste response to questions 1-4 here

Parental Involvement

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation

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Paste response to questions 1-4 here

Parental Involvement

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation Meetings for information and the completion of Parent Surveys, Program selection, letters of program continuation offered in a language they understand. We provide professional development once a month in the afternoon to discuss topics of interest and needs. Parents meet with ESL staff to discuss student progress at parent-teacher conferences. PTA reaches parents by phone or mail to inform them of upcoming school events, exam schedule, and up to date information on the chancellor's regulations and policy. As members of the school leadership team, parents become involved in their children's education and learn new ways to help their children succeed academically. Specific ELL students needing help are addressed at the meetings and parents' input is seriously acknowledged. Additionally, the school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program, and Parents receive Introduction to computer skills given by our computer lab teacher. The purpose is to provide interesting workshops or services to ELL parents. We evaluate the needs of parents through parent surveys provided in the language of the parent. Translation services are provided to parents through our bilingual staff including our Parent Coordinator Mrs. Maria Pimentel. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. A school-wide survey is also be sent home with the students as a needs assessment. After careful review of the parent surveys, we contact and match parents with the appropriate agencies that can further assist and guide them regarding their specific needs. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Hatian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESLteacher, and Spanish-speaking teachers in the Bilingual language Department. PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices. Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers in French, Haitian Creole, Arabic, and Spanish. We have assigned translators throughout the school building on every floor. Mrs. Sidhom will translate in Arabic, Mr. Dover with French, Mrs. Tisdol with Haitian Creole, and Ms. Maria Pimentel will assist with Spanish. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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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.

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Paste response to questions 8-17

*Programming and Scheduling information-- continued

Our ELL population come from different native-language backgrounds such as: Haitian, French, and Arabic, and from different socioeconomic levels and experiences. Most ELLs in our school are SIFE and have interrupted formal education. In instead of a simplified curriculum for ELLs, our targeted intervention program for ELLs in ELA, Math, and other content area include high rigor and support result in higher achievement for ELLs. ELLs will be supported through scaffolding techiques in the classroom. Students will participate in learning tasks through thematic instruction and guided direct instruction through common core lessons. We will target students in specific language groups such as the ones mentioned above. We plan to pay special attention and target SIFE students who are below grade level and are in the tested grades (3-8). SIFE students who enter the school system in grades K-2 will receive additional support and will participate in our extended day and extra curricular activities. ESL teacher will monitor progress through porfolio evaluation and lesson outcome. Additionally, we will provide instructional support to low performing ELLs in reading, writing, and ELLs in Special Needs classes. Our students will continue to participate in more rigorous yet consistent plan for instruction in English to develop language proficiency in order to deliver grade-appropriate subject matter to ELLs. We plan to provide literacy, Mathematics, and content area: Social Studies, Science instruction to all students. Students who scored Level 1and 2 in ELA and Mathematics will be supported during afterschool through our SES providers: Global Partnership School Program and the Learning Liberty Program and Saturday Academy.

Our plans for LEP students with disabilities whose IEP recommend ESL/Bilingual instruction is as follows:

1)The ESL teacher will give students more time to complete class work, model the writing process through scaffolding and building sentence structures. Allow students to read and discuss orally, and through the use of creative art the setting, characters, problems and solutions in a given story.

2)The ESL teacher will guide students in the creative writing process. Students will write across the curriculum and will utilize glossaries, picture dictionaries and the internet to develop story narratives, biographies, and stories in the form of plays. The students will use Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English to further develop literacy.

3) Experiential hands-on lessons will tailored to student's individual learning styles, abilities, and interest by utilizing materials that address their specific needs. Students will use Santillana Intensive English Kit, Moving Into English textbooks, CDs, Poetry/Story Poster Boards, Reader's Theater for literacy response, enjoyment and expression. Students will use Word Builder cards/ Tiles to manipulate sounds, build words, phrases, and sentences. Identify spelling patterns and create their own sentences.

4)The ESL teacher will meet with classroom teachers, SETSS, to discuss individual student progress and specific student class work every Wednesday during 371/2 minutes and have daily feedback during common preparation periods throughout the day. Participate in rigorous Academic Intervention services (AIS) After School, 37 ½ minutes of extended Day using differentiated small group instruction and tutorial program through the S.E.S providers: Liberty Learning (SES) program, and Global Partnership School (SES) Program.

5) Increase high frequency vocabulary and lesson adaptations through the use of Great Source program, Imagine Learning English Technology program, Passport Journeys II, Voyager, and the Wilson program used to develop vocabulary and oral language.

Students will have opportunities to participate in our after-school enrichment reading program offered Thursday-Friday from 2:20-4:20 pm: Teachers will use the Elements of Vocabulary and participate in common core unit plans (Thematic Bundles) to reinforce theme learning, cross cultural knowledge and understanding.

•To further support ELL instruction and learning, students will use Ticket to Read, I Station, Achieve 3000, Imagine Learning English, and Passport Journeys II, Voyager in the classroom and use our State-of-the Arts computer lab.

Our targeted intervention program for ELLs in ELA, Math and other content areas is as follows:

•For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager

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.
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?

Paste response to questions 8-17

*Programming and Scheduling information-- continued

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Our targeted intervention program for ELLs in ELA, Math and other content areas is as follows:

•For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student's vocabulary and fluency.

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)?

Paste response to questions 1-5 here N/A

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.

Paste response to questions 1-3

Professional Development and Support for School Staff

It is our goal that all students in P.S./ I.S. 155 be supported through the Learning Support Organization (LSO), Children First Network #401 educational and instructional opportunities to ensure their success in English and in native language arts. Our main objective for June 2012, is that all ELL students in P.S. /I.S. 155 receive instructional strategies focused on strengthening ESL, native language arts skills through the core content area. Children First Network #401 and ISC monthly ESL teacher professional development is available to all ELL staff. All teachers of ELLs receive professional development in best teaching practices and ESL methodology, ESL prototype, data analysis and comprehension needs assessment. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

ESL teachers are to attend District initiatives and professional development on a monthly basis in order to keep abreast with new techniques and ESL strategies in the four language modalities. Our teachers participate in the West ED QTEL ESL content area training and acquire a certificate of participation. Imagine Learning English technology program offer our teachers on-going staff development and technical support throughout the school year. All teachers attend in-house professional development opportunities in order to better serve our ELL population. As ELL students transition from elementary to middle school the staff supports and assists ELLs by meeting with their teachers to review and discuss student portfolios and academic progress. The staff also meets the grade leaders and ESL teachers every Wednesday from 2:20- 3:10 p.m. and during teacher common preparation periods throughout the day to address the specific needs of ELLs. Recommendations are given that consequently lead to new topics for staff development. Middle school teachers who have ELL students transitioning to high schools receive orientation workshops and training from our school guidance, and assistant principals. We utilize student portfolios as a tool for transition from elementary to middle school. Also, an exit project consisting of research and oral presentation in content area: Science and Social Studies serves as a springboard for student transition to the next grade. Students wishing to present exit projects in their native language may choose a teacher as their mentor. Parents attend orientation and are given informational packets and forms available in their native language to review school selection and student programs offered. We have staff available who assist parents with translation and interpretation in the following languages: Spanish, French, Arabic and Hatian-Creole. Additionally, Lap team members assist parents with translations and provide technical support.

As per Jose P., our staff (ELL teachers and non ELL teachers) continues to attend the mandated 7.5 hours of ELL training sessions provided by the District Network Leader and our ESL teacher. Teachers meet Mondays 3:15-5:15 pm to attend ESL professional development opportunities and work in study groups. Teacher receive ESL techniques in all four language modalities, methodology, KWL reading strategies, scaffolding, reading in four voices, jigsaw reading strategies, Total physical Response (TPR) activities, practice Language experience approaches and NYSESLAT test sophistication to improve learning. Participants discuss issues regarding Bilingual/ESL and specific student needs. Our ESL teacher Mrs. Sanchez-Morales and Mr. Moises Barreto, LAP team member keep records in school file and log teacher attendance of hours of participation. Upon completion of the 7.5 hour ELL mandated-training participants receive a certificate of participation. A copy of the certificate is also placed in the teacher file. In June, ELL/LAP team members review, update, and maintain training records.

We have set aside Fridays from 2:25-4:25 pm for staff development to emphasize differentiated instruction/Writing Workshop in the classrooms and share much needed linguistic activities across the grade levels. Additionally, 23 K 155 sends teachers to the annual NYSABE Professional Development seminars, which also afford teachers the opportunity to learn about how to further help ELLs, and participants receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations. Teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our Math teachers

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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?

Paste response to questions 1-4 here

Parental Involvement

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental Involvement

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation Meetings for information and the completion of Parent Surveys, Program selection, letters of program continuation offered in a language they understand. We provide professional development once a month in the afternoon to discuss topics of interest and needs. Parents meet with ESL staff to discuss student progress at parent-teacher conferences. PTA reaches parents by phone or mail to inform them of upcoming school events, exam schedule, and up to date information on the chancellor's regulations and policy. As members of the school leadership team, parents become involved in their children's education and learn new ways to help their children succeed academically. Specific ELL students needing help are addressed at the meetings and parents' input is seriously acknowledged. Additionally, the school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program, and Parents receive Introduction to computer skills given by our computer lab teacher. The purpose is to provide interesting workshops or services to ELL parents. We evaluate the needs of parents through parent surveys provided in the language of the parent. Translation services are provided to parents through our bilingual staff including our Parent Coordinator Mrs. Maria Pimentel. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. A school-wide survey is also be sent home with the students as a needs assessment. After careful review of the parent surveys, we contact and match parents with the appropriate agencies that can further assist and guide them regarding their specific needs. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Hatian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESLteacher, and Spanish-speaking teachers in the Bilingual language Department. PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices. Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers in French, Haitian Creole, Arabic, and Spanish. We have assigned translators throughout the school building on every floor. Mrs. Sidhom will translate in Arabic, Mr. Dover with French, Mrs. Tisdol with Haitian Creole, and Ms. Maria Pimentel will assist with Spanish. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

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)	0	1	1	1	3	2	2	3	6					19

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)	0	3	3	0	2	3	1	2	2					16
Advanced (A)	0	4	5	2	2	6	2	4	4					29
Total	0	8	9	3	7	11	5	9	12	0	0	0	0	64

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	1	0	0	0	1	2				
	I	0	1	2	0	1	3	2	0	3				
	A	0	5	5	2	1	6	2	4	4				
	P	0	1	2	0	4	7	1	3	5				
READING/ WRITING	B	0	0	1	0	1	2	1	2	3				
	I	0	3	1	0	1	3	1	2	1				
	A	0	4	2	1	2	6	1	3	3				
	P	0	0	3	0	0	0	1	1	0				

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	1		2		5		0		8
4	4		5		2		0		11
5	0		2		1		1		4
6	3		6		0		0		9
7	3		4		0		0		7
8	4		1		3		0		8
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1		2		3		3		9
8	0		1		0		1		2
NYSAA Bilingual Spe Ed	0		0		0		0		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)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?

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.
Paste additional information here 1) The ESL teacher will provide additional support to ELLs in our Early bird morning ELL reading program given Mondays-Fridays from 7:30 am -8:00 am. Students will have an opportunity to read across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ESL teacher will utilize Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English. 2) The ESL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc. 3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Thursday during 371/2 minutes and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

Part VI: LAP Assurances

School Name: 155		**School DBN:** 23k	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Nelly Cortes	Principal		10/26/11
Mrs. Michelle. Manns	Assistant Principal		10/26/11
Ms. Maria Pimentel	Parent Coordinator		10/26/11
Mrs. Zorayda Sanchez-Morales	ESL Teacher		10/26/11
Jacqueline Bens	Parent		10/26/11
Mrs. Josefina Gomez-Valera	Teacher/Subject Area		10/26/11
Mr. Moises Barreto	Teacher/Subject Area		10/26/11
Mrs. Jacqueline Henry	Coach		10/26/11
	Coach		1/1/01
Mrs. Santa Duran	Guidance Counselor		10/26/11
Mrs. Roxan Marks	Network Leader		10/26/11
Mrs. Lana Haynes	Other Inquiry Leader		10/26/11
Mrs. Lisa Kent	Other Related Service Prov		10/26/11

School Name: 155		School DBN: 23k	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 23 **School Name:** Nicholas-Herkimer School PS/IS 155

Cluster: 401 **Network:** Roxan Marks

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

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.

Part A
1. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. A school-wide survey is also be sent home with the students as a needs assessment.

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.

2. The major finding of our School's written translation and oral interpretation needs was to have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, there is a greater need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Hatian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESLteacher, and Spanish-speaking teachers in the Bilingual language Department.

Part B: Strategies and Activities

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.

Part B:
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.
PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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.

2. Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

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.

PS/IS 155 will fulfill Regulation A-663 of the Chancellor's Regulations, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students

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: Nicholas Herkimer School	DBN: 23k155
Cluster Leader: Roxan Marks	Network Leader: Chris Groll
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ❄Before school ❄After school ✪Saturday academy ✪Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ❄6 ❄7 ❄8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

Data used from the 2010-2011 NYSESLAT Eligibility Roster (RLER), Student Identification Home Language Survey (HLIS), and specific language preference data taken from parent's response to Parent Choice letters, and the school's Official Class Ethnic Census Report (RSEC) for all active students at our school for 2010-2011 school year provided evidence to afford students with an After-School program at PS/IS 155: From a total of 545 registered students in grades (K-8), there are 18 ELL students in grades (K-2), 26 ELL students in grades (3-5), and 25 students in grades (6-8). 36.42% are Hispanics, 1.15% are Asian/Pacific Islander, 61.09% are Black, 0.99% are White (not of Hispanic origin), and 0.33% are Multiracial. The data reviewed served to pinpoint the need for an after school emergency program where both students and parents may participate in academic rigor and foster cross cultural knowledge and the CCSS standards in English. In the Parent Choice Survey and the student HLIS parents chose English as the preferred language of instruction for their child although Spanish is spoken at home. Additionally, NYSESLAT 2010 report indicates we have 12 beginning level students and 19 Intermediate level students receiving 360 minutes per week of English language instruction and 38 Advanced level students receiving 180 minutes per week of English Language Instruction. In order to complement core bilingual and ESL services requiered under CR Part 154, we have created an Emergency Immigrant After-School program, and an Early Bird Extended-Day morning program. The purpose of these programs is to further serve our growing immigrant student population and continue our efforts to execute planning for ELLs,and their parents. The data presented a need for more parent/student, and teacher collaboration and ELL activities. Our parent/student Immigrant After-School program takes place every Thursday and Friday for two hours from 2:20-4:20 pm. Our Early Bird morning program takes place Monday-Thursday for one hour from 7:00-8:00 am. beginning the month of October and ending in the month of February for a total of 15 sessions. Each program provided is unique and provides academic rigor to further serve our ELL population. The After-school program model consists of two content area classroom teachers and one ESL teacher providing ESL instruction to parents and students. The Early Bird program consists of two Bilingual/ESL content area teacher providing instruction and support to long term ELLs. Based on the 2011 NYSESLAT report, we identified and targeted 38 newcomers at 0-3 years of service by using data from Years of Service Report (RYOS) taken from ATS. The Early Bird ELL program consists of one bilingual classroom teacher providing instruction and support to students in grades 3-8 to newly enrolled ELLs. The bilingual teacher will use English as the language of instruction. Student instruction is completely differentiated through the use of Imagine Learning English technology program. This technological support was purchased in previous years and will not affect this year's Title III budget. The focus of the program is to support and assist ELLs to increase proficiency in English and achieve content area standards. Imagine Learning English technology program uses an ESL and Core Knowledge-Content area approach to learning. The program can be used for whole class lessons, and for

Part B: Direct Instruction Supplemental Program Information

differentiated instruction. The program's goal is to expose ELL students to strategies that accelerate their academic growth, exceeding the rate of typical native-English speakers. Imagine Learning English features school readiness, high frequency vocabulary, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Its implementation is quick, easy and user friendly. Automatic software updates via the Internet. Teachers receive responsive technical support and On-site training. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, our After School Immigrant program will target middle school struggling ELL readers in grades 6-8. They will participate in our Passport Reading Journeys program. The Passport Reading Journeys program targets intense instruction to build reading skills such as fluency, vocabulary, and comprehension students need for success. Passport Reading Journeys combines high-interest reading activities with research-based instruction to capture interest and accelerate learning. The program includes award-winning videos, online technology, exciting reading passages, and intensive instruction. Web-based activities provide independent practice and high interest topics DVD's motivate student learning. Embedded Assessments include a Lexile measure that monitors student progress, advanced word study component provides explicit, systematic instruction in affixes, sight words, multi-syllabic words, spelling, and fluency. Comprehension and vocabulary skills and strategies are taught in-depth as students access high-interest text, along with opportunities for collaborative small group and paired teams. High-interest text engages, informs and increases concept knowledge in science and social studies, and provides multiple opportunities for relevant discussions. Collaborative learning opportunities, supported by research, build independence and provide peer-based support. Passport Reading Journeys encapsulates key content areas into the program, from recognizing the need to engage students in the learning process to scaffolding instruction. Participating teachers receive start-up training and year-round implementation support that will be at no cost to them, and will not affect 2011-2012 Title III budget. The teacher providing services are fully certified in bilingual education and are working towards ESL certification. The bilingual content area teachers will use English as the language of instruction. The duration of the program will be 15 sessions with the remaining sessions at no cost to the Title III allocation beginning October 2011 through May 2012 for a total of 2 hours. Our program goal is to provide ESL instruction to immigrant parents and students in grades (K-8). Students will be grouped as follows: One (Newcomers' Class) for both parents and students. One (SIFE Class), and one (Intermediate/Advanced level Class) including long term ELLs. Our goal is to train and foster a better understanding between students, parents and the school community. The parents will be exposed to hands-on language learning activities. The teachers will plan class field trips and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcort Brace &Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts and word problem.

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: After school Emergency immigrant and Early Bird ELL bilingual teachers will receive professional development for both After school Emergency Immigrant program and the Early Bird program for a month from (2:25-4:25 pm) on the following Wednesdays: 11/16/11 11/23/11 11/30/11 02/08/12 3/21/12 05/09/12 02/15/12 04/11/12 05/16/12 03/07/12 04/18/12 Our Professional Development Opportunities will emphasize differentiated instruction/Writing Workshop in the classrooms, and share much needed linguistic activities across the grade levels. Additionally, teachers will be sent to the annual NYSABE Professional Development seminars, which also afford teachers and parents the opportunity to learn about how to further help ELLs, and Immigrant students. Participants will receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations. Teachers will meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our ESL teacher Ms. Zorayda Sanchez-Morales, and our Math teachers and Literacy coach: Ms. Lana Haynes and Jacqueline Henry will work closely with all ESL staff. We also participate in local, city, and state conferences for additional support. An ELL Instructional Support Specialist and our Assistant Principal Ms. Manns will be assigned to support the ELL students and staff needs including: • Professional Development, best approach methodology, ESL prototype, data analysis and comprehension needs assessment. • Parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider

Part D: Parental Engagement Activities
• how parents will be notified of these activities
Begin description here: In order to engage ELL parents in meaningful activities that will impact higher achievement for ELLs, facilitate teacher-student, and parent communication, foster a better understanding and respect of limited English proficient families, create a safe, supportive and effective learning community for students and a welcoming environment for parents and guardians. Our parents will be exposed to hands-on language learning workshop activities that can foster an effective home-school partnership to ensure that parents can support and monitor their child's progress. The schedule and duration is as follows: The program will be 15 sessions with the remaining sessions at no cost to the Title III allocation beginning October 2011 through March 2012 for a total of 2 hours. After School Emergency Immigrant parents will meet Thursday and Fridays from 3:15-5:15 to attend parent workshops on topics that include: parenting skills, understanding grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children. Parents will be invited to attend Parental Guidance Seminars presented by our school guidance counselor: Ms. Duran, and our Parent Coordinator: Ms. Maria Pimentel. Our ELL teacher: Ms. Zorayda Sanchez and our Literacy Coach: Ms. Lana Haynes will conduct a series of Reading/Writing workshops to parents. Parents will be exposed to read alouds, reading questioning techniques, Common Core State Standards and the importance of reading with to their children. The teachers will plan class field trips and special assemblies together with parents, and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language-picture portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcort Brace &Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts, and word problems in our computer Lab. They will use www.aaamath.com as a trusted website that offer skill review and practice in mathematics in both English and Spanish. Additionally, participants will use Achieve 3000 Content area lessons. All parents will be invited ahead of time to attend workshops, meetings, and events by mail and through our school newsletter. Translation and Interpretation services will be available to parents by our bilingual staff.

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)		

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.
• Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		