



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 165 IDA R. POSNER

DBN 23K 165

PRINCIPAL: MRS. FRAN ELLERS **EMAIL:** FELLERS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. A. CUMBERBATCH

03-12-2012

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
Fran Ellers	*Principal or Designee	
Christopher Krafczek	*UFT Chapter Leader or Designee	
Bella Roberts	*PA/PTA President or Designated Co-President	
Harriet Jamison	DC 37 Representative, if applicable	
Cheryl LaRosa	<i>Member/ Parent</i>	
Latoya Staley	Member/ UFT	
Eleanor Coddett	Member/UFT	
Marcelline Theodule	Member/UFT	
Wendy Chapman	Member/ Parent	
David Jones	Member/ Parent	
Julita Llewellyn	Member/Parent	
Scheron Wilson	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 60% of our third grade students will achieve a performance level of 2 or higher on the New York State Reading and New York State Math exams

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We set this goal because the third grade students are one of the lowest performing grades on the New York State Reading and Math exams, for the past two years. In the 2009-2010 school year, only 22% of the third grade students scored at or above level 3 on the New York State ELA exam and 20% scored at or above level 3 on the New York State Math exam. In the 2010-2011 school year over 2/3 of the third grade scored a 1 or 2 on the New York State ELA and Math exams. In addition, there are fifteen holdover students in the third grade.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Instructional strategies / activities

Activity #1

- **iZone:** The third grade is part of the iZone project and currently participates in an online learning program called Compass Learning. Compass Learning is a personalized learning system that supports students in ELA and Mathematics.

Target Population: 3rd grade students

Responsible Staff Members: Principal, Assistant Principals, Teacher Center Coach, iZone staff developers, Ms. Farmer, Ms. Cisse, Mr. Shevlin, Ms. Garden

Implementation Timeline: September 2011 through June 2012

Activity #2

- **Common Core Task:** All teachers are implementing the Common Core Learning Standards. The third grade teachers meet as a team weekly to plan and discuss next steps for the common core task. The students will be completing a common core task by the end of the school year in both ELA and Math.
- **Target Population:** 3rd grade students
- **Responsible Staff Members:** Ms. Farmer, Ms. Cisse, Mr. Shevlin, Ms. Garden, Principal, Assistant Principals, Teacher Center Coach, iZone staff developers
- **Implementation Timeline:** September 2011 through June 2012

Activity #3

- **ACUITY ITA:** Currently the students take the ACUITY ITA twice a year. The teachers do item analysis and assign each student, a learning track path so that they can make academic progress in ELA and Math. Teachers also give benchmark assessments and monitor the students' progress so that they can tailor instruction to their needs.
- **Target Population:** 3rd grade students
- **Responsible Staff Members:** Ms. Farmer, Ms. Cisse, Mr. Shevlin, Ms. Garden, Ms. Bronstein (Testing Coordinator), Mr. McMullen, Principal, Assistant Principals, Teacher Center Coach, iZone staff developers, Ms. Staley (data specialist)
- **Implementation Timeline:** September 2011 through June 2012

Activity #4

- **Extended Day Program / Supplemental Education Services:**

Students who scored a 1 or a low 2 on the state exams are mandated to attend the extended program. Throughout the school day, teachers provide small group instruction in ELA and Math to targeted students. In addition, many students attend S.E.S. afterschool programs which give students 40-60 hours of instruction in Math and E.L.A.

- **Target Population:** 3rd grade students
- **Responsible Staff Members:** Principal, Assistant Principals, Ms. Farmer, Ms. Cisse, Mr. Shevlin, Ms. Garden, Staff Members hired from Supplemental Educational Services Programs
- **Implementation Timeline:** September 2011 through June 2012

Activity #5

- **PD360:** PD 360 is an online professional development system. The teachers have access to the videos on all different topics. The principal and assistant principals can assign videos for teachers to view based on their observations and snapshots.
- **Target Population:** 3rd grade students
- **Responsible Staff Members:** Ms. Farmer, Ms. Cisse, Mr. Shevlin, Ms. Garden, Principal, Assistant Principals
- **Implementation Timeline:** September 2011 through June 2012

Activity #6

- **NYC-RSE-TASC Program**

Beth Gueller supports the 3rd grade CTT class as a special education mentor. She observes the class on a weekly basis and gives feedback to the classroom teachers. In addition, she provides a weekly report for the administration detailing her visit and professional development

- **Target Population:** 3rd grade students, Mr. Shevlin, Ms. Garden
- **Responsible Staff Members:** Mr. Shevlin, Ms. Garden, Principal, Assistant Principals
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Compass learning Parent Workshops
 - Perfect Attendance Events-Build confidence in students
 - ARIS Parent Workshops
 - PTA meetings which focus on iZone training, Common Core, Literacy, Math, S.E.S. and after school programs

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of the teachers at P.S. / I.S. 165 are highly qualified. All of the teachers at P.S. / I.S. 165 receive targeted P.D. to drive their instruction which will enable students to demonstrate progress and higher performance on the N.Y.S. exams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - SES Programs- 50-60 hours of after school small group instruction in ELA and Math
 - iZone Program- online learning programs in Math and ELA
 - Beth Gueller-Observes special education classes / Provides feedback to teachers and administrators and professional development
 - Extended Day Program-110 minutes of after school instruction in ELA and Math

Budget and resources alignment

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 90% of teachers at P.S. / I.S.165 will complete a minimum of 25 hours of tiered differentiated professional development with a focus on Common Core Learning Standards and closing the achievement gap.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - P.S. / I.S. 165 is a SINI school year two for ELA and year 1 for math. For the past two years, we received an overall grade of "C" on our NYC Dept. of Education Progress Report. We also received an "F" on student performance for the past two years. 100% of our teachers are considered highly qualified. The teachers in our school have different professional development needs based on their years of experience, grade level or subject they teach, and their strengths and weaknesses in different areas. For example, this is Ms. Garden's first year teaching in a C.T.T. class and she wrote on her survey that she would like training on strategies for teaching in a C.T.T. class. Teachers also have interests that they would like to pursue which will enhance student learning.

For example, Ms. Dornbush indicated on her survey that she is interested in furthering her knowledge in Social Studies. These surveys were used to differentiate professional development workshops for the teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Professional Development Needs Assessment Survey:** In the beginning of the school year, teachers were asked to fill out a professional development needs assessment survey. This survey asked teachers to prioritize their professional development needs. This was done in order to assess and group teachers for future professional development sessions.
- **Target Population:** P.S. / I.S. 165 Staff
- **Responsible Staff Members:** Administration and Staff of P.S. / I.S. 165
- **Implementation Timeline:** September 2011

Activity #2

- **Professional Development Record Tools:** Teachers received tools to help them record their professional development. They were given a professional development log sheet which lists the date of the pd, the title, the content area, the location and the amount of hours spent during that session. They also received a reflection log which they fill out after every professional development session. This sheet includes the title and date of pd, reflection part and next steps.
- **Target Population:** P.S. / I.S. 165 Staff
- **Responsible Staff Members:** Administration and Staff of P.S. / I.S. 165
- **Implementation Timeline:** September 2011- June 2012

Activity #3

- **Weekly Professional Development Sessions:** Every Monday, the teachers meet afterschool and receive professional development. The weekly sessions focus on the Common Core Learning Standards and closing the achievement gap. The sessions are differentiated by grade level. They also work on various curriculum areas.
- **Target Population:** P.S. / I.S. 165 Staff
- **Responsible Staff Members:** Administration and Staff of P.S. / I.S. 165
- **Implementation Timeline:** September 2011- June 2012

Activity #4

- **PD 360 / Observation 360:** The school has purchased PD 360 which is an on demand job embedded research based staff development program. The administration conducts frequent observations and snapshots. As part of the feedback process, the administration recommends select professional development videos for the teacher to view. The teachers are also able to self select videos to view which they feel would benefit them. There is a feedback form and reflection sheet for the teachers to complete for every video they watch.
- **Target Population:** P.S. / I.S. 165 Staff
- **Responsible Staff Members:** Administration and Staff of P.S. / I.S. 165
- **Implementation Timeline:** September 2011- June 2012

Activity #5

- **Professional Development Workshops:** Teachers attend in house workshops; on their preps and lunch. Teachers also attend outside workshops. These workshops support the work teachers are doing in their classrooms. They are varied based on programs or school based initiatives. Teachers also attend workshops sponsored by the UFT. These workshops address many areas such as the Common Core Learning Standards, technology, and ELL strategies.
- **Target Population:** P.S. / I.S. 165 Staff

- **Responsible Staff Members:** Administration and Staff of P.S. / I.S. 165
- **Implementation Timeline:** September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - PTA meetings with a focus on Common Core Learning Standards, Math tips and tricks
 - ARIS parent workshops
 - Perfect Attendance Recognition-

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of the teachers at P.S. / I.S. 165 are highly qualified. . All of the teachers at P.S. / I.S. 165 receive targeted P.D. to drive their instruction which will enable students to demonstrate progress and higher performance on the N.Y.S. exams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Data analysis by specialist-Provides professional development using data to drive instruction to all staff members
 - Inter-visitation by teachers-teachers visit other teacher classrooms to observe a specific area or learn a new strategy.
 - Schedule Weekly PD's
 - Schedule Common Preps, "Lunch and Learns"
 - Collaborate with CFN Achievement Coach to provide workshops to teachers

- Staff development provided by iZone, iLearn, Beth Gueller, Teacher Center.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Achievement Coach CFN
 - Teacher Center Fair Student Funding and School Wide Project
 - Assistant Principals Fair Student Funding and School Wide Project
 - Data Specialists Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, P.S. / I.S. 165 will improve the attendance rate of students by 1.4 percentage points.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - For the first time in five years, our annual attendance percentage rate for the 2010-2011 school year was below 90% with a 89.6% average. It is vital that students attend school every day so that they will increase their academic performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Monitoring Attendance:** The attendance will be monitored by an attendance teacher and the school attendance team. The attendance teacher calls the home of students who have been identified as “chronologically absent”. The next step is a home visit by the family worker. A second home visit may occur if the student continues to be “chronically absent” by the attendance teacher. If the attendance teacher or family worker is unable to make contact with a family, ACS may be called to investigate the situation. The school works with each student and their families on a case by case situation to improve the student’s attendance. Students are required to submit absent notes, on the day they return to school. These notes are kept in a folder by the attendance worker.
- **Target Population:** Students attending P.S. / I.S. 165
- **Responsible Staff Members:** Ms. Meyers, Ms. Sampson, Ms. Ellers,

- **Implementation Timeline:** September 2011- June 2012

Activity #2

- **Attendance Incentives:** On the school level, the weekly attendance rate is posted on a bulletin board near the main office. Outside of every classroom, there is a 100% weekly attendance chart for our students. Students who have 100% attendance for the month receive a certificate and a reward. Classes who have perfect attendance for the day receive a special certificate and the principal announces the classes on the P.A. system. The floor that has the most students with perfect attendance for the month will have a banner hung in their honor. Students who have perfect attendance for the entire school year will be honored in a special ceremony. There will be parties to acknowledge individual, class, grade, and floor attendance. All of these activities are to promote and build school culture around perfect attendance.
- **Target Population:** Students attending P.S. / I.S. 165
- **Responsible Staff Members:** Ms. Meyers, Ms. Sampson, Ms. Ellers, Ms. Gold
Ms. Roberts, Mr. Wooten
- **Implementation Timeline:** September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - PTA meetings which include recognition of students with perfect attendance for the month.
 - Certificates sent home to parents
 - Phone Messenger notifies parents when children are absent
 - Letters are sent home when students are chronically absent

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of the teachers at P.S. / I.S. 165 are highly qualified. All of the teachers at P.S. / I.S. 165 receive targeted P.D. to drive their

instruction which will enable students to demonstrate progress and higher performance on the N.Y.S. exams. The teachers encourage their students to attend school every day by marking weekly perfect attendance on a chart outside of their rooms. Students are rewarded for monthly perfect attendance.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Family Workers- Ms. Meyers and Ms. Sampson
 - Attendance Committee- Ms. Ellers, Ms. Gold, and Family Worker

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 15% of our students with IEP's in grades 3-8 will achieve a performance level of 2 or higher on the New York State Reading and Math exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Our special needs population did not make AYP for two years in a row on the NYS ELA exam. Although we received extra credit

for progress, we did not receive any credit for performance. In addition, 20% of our student population have IEP's.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

- **iZone and iLearn Programs:** The 3rd grade CTT class is part of the iZone program. Students in this class receive 2 ½ hours of personalized computer instruction in math and ela, per week from Compass Odyssey. The 7th and 8th grade self-contained classes are part of the iLearn project.
- **Target Population:** 3rd grade CTT class, 7th and 8th grade self-contained classes
- **Responsible Staff Members:** Mr. Shevlin, Ms. Garden, Ms. Johnson, Ms. Walker, Ms. Bronstein, Ms. Maldonado,
- **Implementation Timeline:** September 2011- June 2012

Activity #2:

- **NYC-RSE-TASC (Division for Students with Disabilities and English Language Users)** Beth Gueller visits our special needs classes on a weekly basis. She provides feedback to the teachers and administration. She also provides professional development to the teachers and paraprofessionals. In addition, she created a plan for the school and updates the administration on the plan after every visit. She also emails a report to the administration about her work in the classrooms.
- **Target Population:** 1st, 3rd, and 5th grade CTT classes, 2nd, 2/3, 6th, 7th and 8th grade self-contained classes
- **Responsible Staff Members:** Mr. Shevlin, Ms. Garden, Ms. Johnson, Ms. Walker, Ms. Taitt, Ms. Staley, Ms. Huggins, Mr. Gray,

Ms. Lewis, Ms. Walker, Ms. Jackson, Ms. Evelyne

- **Implementation Timeline:** September 2011- June 2012

Activity #3

- **Extended Day Program / S.E.S. Program**

Our special needs students are mandated to attend the extended day program on Tuesdays and Wednesdays from 2:20 p.m.-3:10 p.m. Students are also encouraged to sign up for an SES program which focuses on small group instruction in ELA and Math. The extended day program began in September and ends in June. Students in the SES program are entitled to between 40-50 hours of instruction.

- **Target Population:** 3rd grade CTT class, 2nd, 2/3, 7th and 8th grade self-contained classes
- **Responsible Staff Members:** Mr. Shevlin, Ms. Garden, Ms. Johnson, Ms. Walker, Ms. Taitt, Ms. Huggins, Ms. Staley, Mr. Gray, Ms. Lewis, Ms. Jackson, Ms. Evelyne
- **Implementation Timeline:** September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - PTA meeting which focus on IEPs, ELA, Math, and promotional criteria
 - ARIS parent workshops with information on Common Core Learning Tasks

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of the teachers at P.S. / I.S. 165 are highly qualified. All of the teachers at P.S. / I.S. 165 receive targeted P.D. to drive their instruction which will enable students to demonstrate progress and higher performance on the N.Y.S. exams

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Beth Gueller, NYC-RSE-TASC Program observes instruction, looks at student work, provides feedback
 - Schedule Common Prep
 - Collaborate with CFN-Ms. Bishop (Cesis)
 - Staff Development provided by iZone and iLearn which is part of the grant

Budget and resources alignment

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

Assistant Principals observe instruction on a formal and informal basis. They also conduct snapshots and provide feedback to the teachers.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 50% of teacher teams at P.S. / I.S. 165 will implement the new Common Core Learning Standards in their inquiry work.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - By 2014-2015, the New York State assessments will change to reflect the New York State Pre-K-12 Common Core Learning Standards. These new state assessments will focus on measuring deeper level of thinking, and will be more predictive of college and career readiness. In order to prepare our students in becoming college and career ready, we are focused on implementing the new Common Core Learning Standards. Our goal is to foster effective teaching and improve teacher practice so that we can close the achievement gap.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Teacher Team Meetings**: Starting in September and continuing until the end of June, our teacher teams meet weekly to implement the new common core standards. Their inquiry study consists of strengthening student work by examining and refining curriculum, assessment, and classroom instruction. Teachers are looking at samples of student work and conducting gap analysis. They are identifying the steps needed to reach the level of performance that the common core demands.
- **Target Population**: Students at P.S. / I.S. 165

- **Responsible Staff Members:** All staff members and administration
- **Implementation Timeline:** September 2011- June 2011

Activity #2

- **Instructional Tasks:** The teachers are planning one literacy and one math task aligned to selected common core standards for their students. The teachers are collaboratively planning so that they can adjust their curriculum and instruction to help all students move toward the higher expectations of the common core.
- **Target Population:** Students at P.S. / I.S. 165
- **Responsible Staff Members:** All staff members and administration
- **Implementation Timeline:** September 2011- June 2011

Activity #3

- **Curriculum Mapping:** Select teachers have received professional development from Heidi Hayes Jacob and have completed curriculum maps embedded with the common core standards. The teachers are using these maps to guide their instruction. Teacher Center Coach, and the administration facilitate these meetings.
- **Target Population:** Students at P.S. / I.S. 165
- **Responsible Staff Members:** Ms. Maldonado, Ms. Stanford, Ms. King,
- **Implementation Timeline:** September 2011- June 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PTA meetings presenting the Common Core Standards

- ARIS Parent Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of the teachers at P.S. / I.S. 165 are highly qualified. All of the teachers at P.S. / I.S. 165 receive targeted P.D. to drive their instruction which will enable students to demonstrate progress and higher performance on the N.Y.S. exams

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Teacher Center Coach- Provides support and professional development on the Common Core Learning Standards.
 - Assistant Principals- Provides support and professional development on the Common Core Learning Standards

Budget and resources alignment

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

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 Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	21	N/A	N/A	1			1
1	26	26	N/A	N/A	1			1
2	35	35	N/A	N/A	3	1	1	3
3	41	41	N/A	N/A	4	1	1	2
4	20	20	20	20	2			1
5	25	25	25	25	8			
6	31	31	31	31	13	1		1
7	37	37	37	37	10			1
8	17	17	17	17	3			
9								
10								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>Daily Small Group Instruction</u> All classes based on the Balanced Literacy Workshop model <u>Extended Day-Tuesdays and Wednesdays (100 minutes)</u> PreK-8th grade (Including ELLs and Sp.Ed.) Wilson Program for select students Skills Driven <u>SETTS Literacy Intervention</u> Identifies and Supports non-mandated students-ERSA Small Group Instruction <u>ELA Computer Intervention Programs</u> Programs: Compass Learning, SuccessMaker, Achieve 3000, Education City, ILearn, PreK-8th Grade (Including ELLs and Sp.Ed.) Personalized online learning programs Skills Driven Frequency based on Student Need <u>Extended ELA Block (Schoolwide) / Daily throughout the school</u> Grades K-3 90 Minutes daily Grades 4-8 additional 3 periods weekly</p>
<p>Mathematics</p>	<p><u>Daily Small Group Instruction</u> All classes based on the Balanced Literacy Workshop model <u>Extended Day-Tuesdays and Wednesdays (100 minutes)</u> PreK-8th grade (Including ELLs and Sp.Ed.) Wilson Program for select students Skills Driven <u>SETTS Math Intervention</u></p>

	<p>Identifies and Supports non-mandated students-ERSA Small Group Instruction</p> <p><u>Math Computer Intervention Programs</u> Programs: Compass Learning, SuccessMaker, Pearson XL, Aventa, Education City, PreK-8th Grade (Including ELLs and Sp.Ed.) Personalized online learning programs Skills Driven Frequency based on Student Need <u>Extended Math Block (Schoolwide) / Daily throughout the school</u> Grades K-3 90 Minutes daily Grades 4-8 additional 3 periods weekly</p>
<p>Science</p>	<p><u>Extended Day-Tuesdays and Wednesdays (100 minutes)</u> PreK-8th grade (Including ELLs and Sp.Ed.) <u>Computer Assisted Program</u> Individualized Instruction Skills driven / Frequency Based on Student Need</p>
<p>Social Studies</p>	<p><u>Extended Day-Tuesdays and Wednesdays (100 minutes)</u> PreK-8th grade (Including ELLs and Sp.Ed.) <u>Computer Assisted Program</u> Individualized Instruction Skills driven / Frequency Based on Student Need</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>At-risk Services Provided by one full time Guidance Counselor: Services provided during the school day as needed Group and Individual Counseling Needs Based Students not Meeting Promotional/ Performance Standards Students Experiencing Behavioral/ Emotional/ Family Issues Negatively Impacting on Learning Referrals to Supportive Agencies</p>

	Peer Mediation Get Healthy / Get Smart Program
At-risk Services provided by the School Psychologist	At-risk Services Provided by the School Psychologist: Services provided during the school day as needed At risk counseling ERSA counseling Family counseling and referrals Classroom Observations and Intervention
At-risk Services provided by the Social Worker	At-risk Services Provided by the Social Worker: Services provided during the school day as needed ERSA counseling Parent Counseling Classroom Observations and Intervention, Referrals, Case Management
At-risk Health-related Services	At-risk Health-related Services: Services provided during the school day as needed Group and Individual Counseling on health issues Distribution of Medication Emergency Treatment

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

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

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

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.

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.

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. We are receiving support from our CFN by having Ms. Beth Gueller come to the school every week to work with our Special Needs Unit on classroom management and instructional strategies. She is working with our staff to develop lessons that meet the individual needs of our students in both ELA and Math. In addition, she works with the staff to analyze individual and class data to drive instruction. We are using computer programs to supplement our instruction in ELA and Math in grades 3, 4, 7, and 8. All students have been invited to participate in an SES program, Extended Day, and/or Saturday Academy. Students are actively engaged in a small group setting during these intervention programs. In addition to Ms. Gueller, Ms. Gold (Teacher Center) provides on-going professional development for the staff on topics such as classroom management, instructional strategies, and the gradual release of responsibility model. The school has started a systematic plan for helping students increase reading stamina by gradually increasing the time a student reads without getting distracted. The goal is that the student will be able to read at least the amount of time required for the state reading test. The school has put into place several measures which will decrease the number of interruptions that adversely impact instructional time. This includes reducing the number of announcements on the P.A. system, and limiting staff and parents from entering classrooms during the school day.

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. At PS/IS 165 15 % of our Title I allocation is used to pay our Assistant Principals. Both Assistant Principals do weekly grade level professional development sessions focused on the academic needs of our students. The professional development topics include but are not limited to: Common Core Learning Standards, Closing the gap between New York State Standards and the new CCLS, Data Analysis, varied teaching strategies, differentiated instruction, reading IEPs, setting and revising goals, lessoning planning and progress monitoring. In addition, all administrators have been trained in implementing PD 360 and Observation 360, a rubric based professional development system.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. All of the teachers at P.S. / I.S. 165 are highly qualified and teaching within their

license. All staff members receive individualized high quality professional development with a focus on the Common Core Learning Standards, and program initiatives. In addition, our teachers with more experience serve as mentors for our teachers with less experience.

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.

Parents are notified about the school's identification as a school in need of improvement, during a scheduled meeting in our school auditorium. A translator will be available for those parents who need it. In addition, a letter is sent home to parents to notify them about the school's identification for school improvement. This letter will contain the meeting date and the State's nySTART website.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2011-12

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Roberto Hernandez	District 23	Borough Brooklyn	School Number 165
School Name Ida R. Posner			

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

Principal Fran Ellers	Assistant Principal George McMullen
Coach type here	Coach type here
ESL Teacher Ms. Gabriel/ELL Teacher	Guidance Counselor Ms. Velez
Teacher/Subject Area Ms. Fabien/Common Branch	Parent type here

Teacher/Subject Area type here	Parent Coordinator Gregory Wooten
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	1
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	593	Total Number of ELLs	21	ELLs as share of total student population (%)	3.54%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At registration, a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL teacher, Ms. Gabriel. If the parent indicates a language other than English on three of the answers, the certified ELL teacher automatically enters the OTELE alpha code. At this point, the ELL teacher informally interviews, orally and in English or the Native Language, the parent/guardian and the student. If the HLIS and the interview indicate that a language other than English is spoken in the home, than the LAB-R is administered. If the LAB-R result indicates that the student is entitled to ELL services, then the parent is invited to an orientation to discuss the programs available in the City of New York and to choose a program. The ATS report, RLER, is the form that is used to ensure all entitled ELLS are tested with the NYSESLAT. Translation services are provided by Ms. Gabriel and Ms. Maldonado. A formal initial assessment is also done at this time. Within five days of entry, new entrants are tested by the certified ELL instructor using the LAB-R. For students who speak Spanish at home and score at or below proficiency on the LAB-R, the Spanish LAB is administered by Ms. Gabriel or Ms. Maldonado. Each Spring, all NYSESLAT eligible students are evaluated, by Ms. Gabriel, using the New York State English as a Second Language Achievement Test to determine English proficiency. This assessment determines whether or not the student continues to qualify for ESL services.

2. Parent orientation is offered at the school site by the ESL teacher, Ms. M. Gabriel and Parent coordinator, Mr. Wooten. A video is shown. Interpretation services are available using bilingual staff members. The three program choices (Transitional Bi-lingual, Dual Language, Free Standing ESL) are explained and discussed. Included in the discussion is the transfer option since we only have the Free Standing ESL program at our school. Parents are offered an opportunity to visit the three programs to assist them in making an informed decision. If the parent does not make an immediate decision, they are given five days to return the form. Then, if the form is not received within another three days, a home visit is made to assist in obtaining the form.

3. After the program orientation is completed by Ms. Gabriel, the entitlement letter, parent survey and program selection form are provided to the parent for selection of the program. As service must commence within ten days of service, the parent is encouraged to make an informed decision without delay. If the parent/guardian needs to take more time or is planning on visiting programs that are not in the school, the parent takes the letters home. A phone call is made to the parent within five days to ascertain a decision. Follow up, including home visitation, is done if the form is not returned within two days to ensure that the students is enrolled in the program of their choice. After the parent makes a choice, depending on program availability, the parent receives a program placement letter. Thereafter, the parent will annually receive a letter of continued entitlement or transition services into general education. If the results of the NYSESLAT indicate continued entitlement, parents are informed and invited to an orientation session.

4. At registration, parents fill out the HLIS form. If the parent/guardian answered other than English for any three questions, parent/guardian and student are informally interviewed. The student is registered. While the parent makes a decision as to which

program to select, the LAB-R is administered to the student to formalize eligibility. The ELL teacher then assigns the student to the appropriate group and services the child. If the parent needs more time to decide on the appropriate program, the free-standing ELL teacher begins service. If the parent/guardian decides that the child should attend another program, the ELL instructor will assist in a smooth transition to the new school.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, all parents/guardians (21 out of 21) have selected our free-standing ESL program.

6. Program models offered at our school align 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●
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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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	1	5	3	1	0	5	3	3	0	0	0	0	21
Total	0	1	5	3	1	0	5	3	3	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	2	3	7	1	2	0	0	0	21

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
Total	14	2	3	7	1	2	0	0	0	21
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	1	2	1	1	0	0	2	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	1	0	0	3	0	2	0	0	0	0	7
Haitian	0	0	1	0	0	0	2	1	1	0	0	0	0	5
French	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	1	5	3	1	0	5	3	3	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. The Department of Education requires the use of the Core Balanced Literacy Program. The curriculum uses the Core Curriculum School Standards grade level standards in reading, writing, listening and speaking. A variety of structures, i.e., read-aloud, guided reading, shared reading, and interactive writing are used in individual and small group conferences. Based on Acuity and ARIS data, Literacy instruction is matched to the student's unique strengths and needs.

Our school's program uses different organizational models depending on grade level and particular needs of students. Our seventh and eighth grade use a departmentalized schedule. The rest of the school has self contained classes. Supplemental services are provided by both Push-in and Pull-out staff. All of our classes travel as a block with individual schedules for students with special needs. Our classes are heterogeneously grouped.

2. In the ESL program, our school uses a pull-out model, with beginners grouped together for 360 minutes of English as a Second Language from the certified ESL teacher Ms. Gabriel, intermediates receiving 360 minutes of ESL instruction from the certified ESL teacher, Ms. Gabriel, and advanced students receiving 180 minutes of ESL instruction from the certified ESL teacher Ms. Gabriel and 180 minutes of ELA instruction from their classroom teacher.

A. Programming and Scheduling Information

3. Our school only provides a free standing ESL program. For beginners and intermediates, the certified ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and will be incorporated into all content areas across the curriculum. Students will write journals and will read at least 25 books. Mathematics and science instruction includes hands on materials whenever possible.

The use of the student's native language is used to continue the student's intellectual development, to assist in a more complete understanding of the English language, to help the student retain a personal and cultural identity, to preserve a link to the family's land of origin and to provide the student to become fluent in two different languages.

Computers are incorporated into the classroom so that students can receive more instruction in ELA, math, science and social studies.

4. We ensure that ELLs are appropriately evaluated in their native language by providing teacher created informal assessments in their native language. For Arabic children informal assessments will be written in English and then translated into Arabic using Microsoft translator program. To evaluate the assessment we will have a translator from the Department of Education come to the school.

5. a) SIFE students will receive an extra period of instruction each day from the certified ESL instructor, Ms. Gabriel. Ms. Gabriel will use this daily period to assist SIFE students in introducing or reinforcing content and strategies that may have been missed during the academic interruption. At present there is only one student for this criteria.

Strategies such as scaffolding, modeling, bridging, contextualization of new concepts, and schema building are used to enhance academic development of SIFE students, to accelerate language development and academic learnings.

Limited knowledge of English vocabulary affects an English Language Learner's academic performance. If SIFE students are entitled to ESL service, teacher-made assessments will be used to detect student's level of academic knowledge and metacognitive skills. The ESL teacher in collaboration with homeroom teachers will provide supplemental support to our SIFE students. Strategies, such as, vocabulary development, contextualization, usage of information for further elaboration will be implemented.. Instruction in both basic vocabulary words and more sophisticated words or academic language will be used to foster discussion and learning. Opportunities for active engagement through acting will be offered. Thematic approaches in which the development of a conceptual network will be part of the instruction - students' prior knowledge will bring abstract to concrete learning.

b) LAB-R determines newcomer's eligibility for ESL service. New enrollees, in particular student who fall into the category of eligibility for NYS ELA and Math assessments require exceptional attention. Students in the ESL program less than three years will receive instructions modeled on Total Physical Response, hands-on activities, visual aids, graphic organizers, vocabulary development, read-aloud, and repetition to enhance comprehension and learning. The ESL teacher in collaboration with classroom teachers will work on methods to foster test-taking strategies for those ELLs who have to take the NYS standardized test. Comprehension strategies such as vocabulary development, summarizing, inference, drawing conclusions among others will be reinforced throughout English Language Arts and content areas.

A. Programming and Scheduling Information

c) ESL students in the program between four and six years will receive differentiated instructions and test taking analysis strategies. Data from NYS assessments, Acuity and other sources of assessment results will enable the ESL teacher in collaboration with classroom teachers to effectively target students' weakness.

d) For long term ELL who have completed six years, emphasis will be on test-taking strategies and differentiating instructions. NYSESLAT assessment, Acuity, ELL interim assessment, and the NYS standardized test results will serve as tools to better plan strategies to eradicate students' academic deficiencies. Visual aids, audio teaching materials as well as students' prior-knowledge will be incorporated in everyday instruction.

6 ELLs identified as having special needs receive alternative placement, visual aids, graphic organizers, hands on materials, audio-teaching materials are used to foster language acquisition, comprehension and proficiency. Prior knowledge is used to enhance the students' cognitive and academic development.

7. In mathematics, ELL students identified as having special needs will receive instruction according to the needs listed on their Individual Educational Plan. A more hands-on approach with clearly labeled manipulatives will assist the student in grasping concepts more quickly. Teachers of students with special needs will meet with Ms. Gabriel to learn the best methodologies for providing mathematics instruction to their students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

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%	Page 46		
50%			

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?

8. All ELL students are eligible for all intervention services offered by our school. Tuesday and Thursday students can attend an additional 75 minutes of intervention activities. The ESL teacher and the SETTS teachers work collaboratively to serve our ELL students. Intervention in English Language Arts, math, and other content areas is done in English. NYSESLAT, standardized test results, periodic assessments, and various other sources are used to plan accordingly to assist students needs.

9. The transition plan for students reaching proficiency is to service the students by the ESL teacher for two years to enrich academic language development and continue to provide an interactive learning environment for these students.

Transitional support for students who have achieved proficiency on the NYSESLAT is prevalent at our school. Up to two years after attaining proficiency, former ESL students are entitled to academic enrichment and use the service as a safe harbor.

10. This year we have incorporated additional computer programs schoolwide. They include Success Maker, Odyssey, Education City, the Green Mountain Paper Company and Achieve 3000 which target specific grade groups.

Education City is aimed at the Early Childhood students. It provides instruction in English Language Arts, Math, Science and Social Studies. It is an individualized program that addresses each student's needs.

Odyssey is used by our third grade students. It is an individualized learning program that incorporates the content area to reinforce English Language Arts and Mathematics as per each student's needs.

B. Programming and Scheduling Information--Continued

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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)?		
Not Applicable			

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

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.		
<p>1. All staff dealing with ELLs, including Assistant Principals, Guidance Counselor, Parent Coordinator, Secretary, etc. will participate in ELL professional development. All staff meet monthly for faculty conferences to address both academic and administrative details in the school.</p> <p>All staff are involved in weekly Inquiry Team Meetings that are held during the teachers' common prep periods. The thrust of these meetings is to plan strategies to improve student learning for all students including ELLs.</p> <p>To ensure the best learning results from our ESL students, training and support are given to designated teachers, particularly ESL teachers, special education teachers and teachers of ELL students by Department of Education personnel on a monthly basis and the school's coaches. School administrators, ESL teachers, literacy coach and Teacher Center person will co-plan school-wide professional development workshops that address the needs of ESL students on a regular basis with a focus on Data Analysis, ESL standards, Instructional strategies for ESL students and tiered learning. As an example, on February 16th, there will be a training session for "Teaching ELLs in the Content Area" for classroom teachers.</p> <p>The LAP team meets on a monthly basis to plan, implement and evaluate staff development and student growth. Based on evaluation, professional development and instruction will be modified as needed.</p>			
2.	When we have ESL students in the 8th grade, the ESL teacher, their home room teachers and in particular our Guidance Counselor provides articulation service to our ESL students in transition to high school. When parents are selecting a high school for their students, a special meeting conducted by the ESL teacher and the guidance counselor explain the process to the parents. Visits to the high schools of choice are arranged for the parents and the students. Parents are advised by the ESL teacher and the guidance counselor on procedures for returning the acceptance letters.		
3.	For staff who have not already been trained in the minimum 7.5 hours of English Language Learners, the staff member registers for		

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3. For staff who have not already been trained in the minimum 7.5 hours of English Language Learners, the staff member registers for courses available on ProTraxx. Records are maintained in the teachers files and in a database of all school teachers.

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)	Dual Language
3. How do you evaluate the needs of the parents?	100%	100%
4. How do your parental involvement activities address the needs of the parents?	75%	75%
1. The school has a PTA, in which parental participation is encouraged. Our PTA meets monthly on the third Wednesday of each month. Our SLT meets on the second Tuesday of every month. All staff members attend these meetings to provide training and support for the parents.	50%	50%
	25%	25%

E. Parental Involvement

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

1. The school has a PTA, in which parental participation is encouraged. Our PTA meets monthly on the third Wednesday of each month. Our SLT meets on the second Tuesday of every month. We have Parent/Child Craft nights on the last Tuesday of every month. Bi-lingual staff members attend these meetings to provide translation services.

A Principal's newsletter goes home to parents each month and contains information on what is happening in our school and upcoming events. Translation services are available for the newsletter. Many parents accompany their children on school trips.

We have a parent coordinator who arranges workshops, dinners, and other activities for all parents.

Many parents accompany their children on school trips.

To help parents to become partners in their children's education, parents are provided a welcoming atmosphere in their own language at these events and throughout the school year. Translation services are provided by paid staff members, Ms. Maldonado, Ms. Gabriel, Ms. Ballesteros.

2. We do not partner with any organization to provide workshops for ELL parents, however, we keep parents advised of any workshop that would be of interest to them. The UFT Teacher Center, our CFN Network, and the DOE have provided workshops or informational meetings for parents and notices are sent home about them.

3. Our PTA, PAC and parent coordinator talk with parents and send out notices about items that might be of interest to parents. They also conduct surveys to assess their needs. Parents also make suggestions on topics of interest to them.

Surveys are done in checklist format and cover academic and family living topics. Space is also provided for parents to fill in other topics that are not mentioned.

Among the academic topics covered by these surveys are:

Learning Styles and Strengths

Preparing your child for college

Promotional Policy

Graduation requirements

Common Core State Standards

New York State Learning Standards

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Graduation requirements

Common Core State Standards

New York State Learning Standards

The Elementary English Language Arts Curriculum

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?

8. All ELL students are eligible for all intervention services offered by our school. Tuesday and Thursday students can attend an additional 75 minutes of intervention activities. The ESL teacher and the SETTS teachers work collaboratively to serve our ELL students. Intervention in English Language Arts, math, and other content areas is done in English. NYSESLAT, standardized test results, periodic assessments, and various other sources are used to plan accordingly to assist students needs.

9. The transition plan for students reaching proficiency is to service the students by the ESL teacher for two years to enrich academic language development and continue to provide an interactive learning environment for these students.

Transitional support for students who have achieved proficiency on the NYSESLAT is prevalent at our school. Up to two years after attaining proficiency, former ESL students are entitled to academic enrichment and use the service as a safe harbor.

10. This year we have incorporated additional computer programs schoolwide. They include Success Maker, Odyssey, Education City, the Green Mountain Paper Company and Achieve 3000 which target specific grade groups.

Education City is aimed at the Early Childhood students. It provides instruction in English Language Arts, Math, Science and Social Studies. It is an individualized program that addresses each student's needs.

Odyssey is used by our third grade students. It is an individualized learning program that incorporates the content area to reinforce English Language Arts and Mathematics as per each student's needs.

SuccessMaker is used by our fourth grade students. It also is an individualized learning program that incorporates the content area to reinforce English Language Arts and Mathematics as per each student's needs.

B. Programming and Scheduling Information--Continued

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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)?

Not Applicable

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.

1. All staff dealing with ELLs, including Assistant Principals, Guidance Counselor, Parent Coordinator, Secretary, etc. will participate in ELL professional development. All staff meet monthly for faculty conferences to address both academic and administrative details in the school.

All staff are involved in weekly Inquiry Team Meetings that are held during the teachers' common prep periods. The thrust of these meetings is to plan strategies to improve student learning for all students including ELLs.

To ensure the best learning results from our ESL students, training and support are given to designated teachers, particularly ESL teachers, special education teachers and teachers of ELL students by Department of Education personnel on a monthly basis and the school's coaches. School administrators, ESL teachers, literacy coach and Teacher Center person will co-plan school-wide professional development workshops that address the needs of ESL students on a regular basis with a focus on Data Analysis, ESL standards, Instructional strategies for ESL students and tiered learning. As an example, on February 16th, there will be a training session for "Teaching ELLs in the Content Area" for classroom teachers.

The LAP team meets on a monthly basis to plan, implement and evaluate staff development and student growth. Based on evaluation, professional development and instruction will be modified as needed.

2. When we have ESL students in the 8th grade, the ESL teacher, their home room teachers and in particular our Guidance Counselor provides articulation service to our ESL students in transition to high school. When parents are selecting a high school for their students, a special meeting conducted by the ESL teacher and the guidance counselor explain the process to the parents. Visits to the high schools of choice are arranged for the parents and the students. Parents are advised by the ESL teacher and the guidance counselor on procedures for returning the acceptance letters.

3. For staff who have not already been trained in the minimum 7.5 hours of English Language Learners, the staff member registers for

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3. For staff who have not already been trained in the minimum 7.5 hours of English Language Learners, the staff member registers for courses available on ProTraxx. Records are maintained in the teachers files and in a database of all school teachers.

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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

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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?

1. The school has a PTA, in which parental participation is encouraged. Our PTA meets monthly on the third Wednesday of each month. Our SLT meets on the second Tuesday of every month. We have Parent/Child Craft nights on the last Tuesday of every month. Bi-lingual staff members attend these meetings to provide translation services.

A Principal's newsletter goes home to parents each month and contains information on what is happening in our school and upcoming events. Translation services are available for the newsletter. Many parents accompany their children on school trips.

We have a parent coordinator who arranges workshops, dinners, and other activities for all parents.

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Many parents accompany their children on school trips.

To help parents to become partners in their children's education, parents are provided a welcoming atmosphere in their own language at these events and throughout the school year. Translation services are provided by paid staff members, Ms. Maldonado, Ms. Gabriel, Ms. Ballesteros.

2. We do not partner with any organization to provide workshops for ELL parents, however, we keep parents advised of any workshop that would be of interest to them. The UFT Teacher Center, our CFN Network, and the DOE have provided workshops or informational meetings for parents and notices are sent home about them.

3. Our PTA, PAC and parent coordinator talk with parents and send out notices about items that might be of interest to parents. They also conduct surveys to assess their needs. Parents also make suggestions on topics of interest to them.

Surveys are done in checklist format and cover academic and family living topics. Space is also provided for parents to fill in other topics that are not mentioned.

Among the academic topics covered by these surveys are:

Learning Styles and Strengths

Preparing your child for college

Promotional Policy

Graduation requirements

Common Core State Standards

New York State Learning Standards

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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	0	3	1	0	0	3	0	2	0	0	0	0	9
Intermediate(I)	0	1	2	2	1	0	2	2	1	0	0	0	0	11
Advanced (A)	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	0	1	5	3	1	0	5	3	3	0	0	0	0	21

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	1	0	0	0	0	0	1	0	0	0	0
	I	0	0	4	1	0	0	3	0	1	0	0	0	0
	A	0	1	0	0	0	0	1	4	1	0	0	0	0
	P	0	0	0	1	1	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	3	1	0	0	3	0	2	0	0	0	0
	I	0	1	1	1	1	0	1	3	1	0	0	0	0
	A	0	0	1	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	1	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1	0	0	0	0	0	0	0	1
NYSAA Bilingual Spe Ed	0	0	0	0	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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

Part VI: LAP Assurances

School Name: 165K

School DBN:

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fran Ellers	Principal		1/1/01
George McMullen	Assistant Principal		1/1/01
Gregory Wooten	Parent Coordinator		1/1/01
Magalie Gabriel	ESL Teacher		1/1/01
	Parent		1/1/01
Carine Fabien	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
L. Velez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **23k165** School Name: **Ida R. Posner**

Cluster: **6** Network: **611**

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.

A review of student home language surveys indicates that the majority of students have English as their home language. Spanish is the other dominant language that is spoken at home. A small number of parents speak languages other than Spanish or English, including Haitian

Creole, French, and Arabic.

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

The school's oral and written translation needs are for translation of information into Spanish, Haitian Creole, French and Arabic. This information was shared with the school community during the annual Title 1 meeting and at the SLT.

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.

Written translations are provided through the use of Microsoft translation tool. This tool provides for translation into Spanish, French and Arabic. All Department of Education documents are provided through the DOE. translated documents

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.

Oral translation services are provided by in house staff that speaks the language of the parent, which includes a teacher and secretary that speak Spanish.. Our ELL teacher, 2 classroom teachers, and Assistant Principal provides oral interpretation services in Haitian Cerole. Parent volunteers help with our Arabic speaking parents.

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

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

The school will post in a conspicuous location a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information

Name of School: 165K

DBN: 23k165

Part A: School Information

Cluster Leader: Jose Ruiz

Network Leader: Roberto Hernandez

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 immigrant students (including ELLs) to be served: 54

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: 4

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

PS/IS 165K is a school that consist of approximately five hundred ninety students with widely diverse cultural backgrounds. Within the school's population 12% are new comer immigrants. The school is organized to provide students from different cultural settings the opportunity to be fully involved in a culture of learning. PS/IS 165 as a school community provides a positive data-driven environment based on the New York State Common Core Learning Standards. To improve children's achievement PS/IS 165 hosts various activities and programs such as: Extended Day, Supplementary Educational Services, iZone and ILearn ELA and Math which are put in place to enhance students' abilities and academic growth. PS/IS 165 welcomes the opportunity to service our new immigrants through the Title III Immigrant Program with the ultimate goal of developing students into life-long responsible individuals.

This allocation will be used to create a Saturday Academy Program to prepare students academically and enhance students' Language Development in the content areas and acculturation through educational games. The students will be subdivided into groups. Hence, groups of Kindergarten through second grade, 3rd-5th grade, 6th- 8th grade will be taught in English by highly certified teachers in ELA, ESL, and Math. Instruction will be delivered using books, technology software, and educational games. The program will run from February through May , for three hours from 9:00 AM to 12:00 noon.

Part C: Professional Development

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

Description should Include:

- Rationale
- Teachers to receive training

Part C: Professional Development

- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

To ensure students' academic growth our ESL Teacher, Ms. Gabriel, will conduct an intensive three hour professional development workshop in January. Staff members from the program and others responsible for delivery of instruction and services to the immigrants will be trained in ESL strategies and methodologies. Topics such as Vocabulary/Literacy Development, Reconizing Socio and Emotional Development of ELLs and new immigrants in our school system, Student Parent Rights, Priotizing Goals and Responsibilities will be covered and encouraged as best practices.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

PS/IS 165 enjoys a strong tradition of servicing our community. The school cultivates a culture of respect for diversity and an appreciation for parental involvement in our community of learning. Parents are encouraged to take an active role in their children's learning. One hour parent workshops will be held during the Saturday sessions by Ms. Gabriel and other qualified staff members to ensure parents of a better understanding of our curriculum, students' academic, and social development in the American School System. Parents will be notified through letters and telecommunications. Translation services will be provided by Ms. Gabriel and Ms. Selwanes. Parents will be invited to accompany their children in trips.

Begin description here:

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 0

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.)	<u>0</u>	

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	<u>0</u>	
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> • Supplemental • Additional curricular, instructional materials 	<u>0</u>	
Educational software (Object Code 199)	<u>0</u>	
Travel	<u>0</u>	
Other	<u>0</u>	
TOTAL		

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