



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :NAME: PS115 THE ALEXANDER HUMBOLDT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M115

PRINCIPAL: ANGELA RODRIGUEZ EMAIL: ARODRIGUEZ12@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

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
ANGELA RODRIGUEZ/MIRIAM BORGES	*Principal or Designee	
JUAN PAREDES	*UFT Chapter Leader or Designee	
JESSICA ESTRELLA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
TEACHER	CBO Representative, if applicable	
ROSA URENA	Member/TEACHER	
EVELYN VARGAS	Member/TEACHER	
TEACHER	Member/TEACHER	
ANA MARTINEZ	Member/PARENT	
JOHANNY RODRIGUEZ	Member/PARENT	
JOSE GARCIA	Member/PARENT	
SIMONA SANTOS	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.
 - **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

By June 2012, the ELL student *Subgroup* sus group group will demonstrate progress towards achieving state standards as measured by a _____10%_ increase in the students attaining scores in ELL student subgroup equivalent to scoring at Levels 3 and 4 on the NYS ELA Examination.assessment.

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.

As measured by the 2010-2011 Progress Report, there was a 20 points increase on the Overall Score section compared to the 2009-2010 Progress Report. The school, however, did not earn any extra credit for the ELL students subgroup on the Closing the Achievement Gap section.

In 2010 Student Performance Progress section was rated a D. The percentage of students in the ELL subgroup who reached or exceeded proficiency in the New York State ELA Examination (Levels 3 and 4) was 5.6 % compared with 27% of all students.

As per The New York State School Report Card, All Students, Hispanics and the Economically Disadvantaged subgroups met Safe Harbor, but the ELL student subgroup failed to meet AYP for the 2010-2011 school year in ELA.

In the 2011 NY State ELA assessment, our ELL Student Subgroup performed as follows:

- 89.8% of 3rd grade ELL students scored were at Levels 1 or 2 compared with to 36.7% of 3rd grade English Proficient students.s who scored at Levels 1 or 2
- 95.7% of 4th grade ELL students scored at were at Levels 1 or 2 compared with to 68.9% of 4th grade English Proficient students. who scored at Levels 1 or 2
- 97.6% of 5th grade ELL students were scored at at Levels 1 or 2 compared with to 55.53% of 5th grade English Proficient students. who scored at Levels 1 or 2
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In a school- wide effort to increase the performance of the ELL student subgroup, the above mentioned goal was identified for the year. *Therefore, it is imperative that we focus on improving our ability to engage, instruct, and motivate our ELL students to reach grade level proficiency and make annual progress.*

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.

For the 2010-2011 school year, we will continue to be collaborating with the support from Teachers College Reading and Writing Project Curriculum. Teachers College emphasizes explicit and differentiated instruction catered to the needs of individual students. Teachers often work with small groups of students (part of the balanced literacy approach) to support the needs of ELLs and their students/ELLs. On-going assessments will utilize the Teachers College Reading and Writing Project's Running Records and the Spelling Inventory from Words Their Way. Teachers will submit the independent reading levels of their students to the administration during the months of: September, November, March and June to monitor student growth and ensure progress in literacy in both English and Spanish.

As a school, we will:

Continue with a literacy block of time, implementing a consistent Readers/Writers Workshop model for all Dual Language classes, and using the 50/50 model following allocated equal instructional time between Native Language/English Language Instruction: 50/50 model in grades 3-5.

Create curriculum maps for Reading and Writing that are rigorous, cohesive and incorporate skills and strategies, which focus on oral language development in the lower grades and academic language development in the upper grades. In addition, specific, scaffolded instruction will be personalized for ELLs with scaffolded instruction.

Provide teachers with in-house/outside professional development to improve their ability to differentiate, rigorous instruction. This will occur during and implement rigorously demanding lessons during grade and faculty conferences and on designated professional development days.

Provide academic support through an AIS push in/pull out model targeted at improving student's achievement. **The AIS Teachers will utilize The Comprehension Toolkit and Fountas & Pinnell Intervention Kit. Within the two programs teachers utilize the following tools: running records, and assessments of word analysis, vocabulary in context, and dimensions of fluency. The Comprehension Toolkit is a program geared towards promoting strategies to enhance the ELA standardized test and the NYS Strand. It teaches strategies to promote students' reading comprehension. It also allows students the opportunity to think on higher level, infer, use background knowledge, make connections and comprehend the reading. This program also lends itself for the other subject areas to be embedded into it where students will then utilize the skills being taught. The Fountas & Pinnell**

Intervention Kit is geared to lower grades students' who are very low readers. Teachers conduct small guided reading instruction with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.

Developing rigorous Performance Tasks for each grade level around an opinion/argument or information writing unit as per Chancellor's Citywide Initiative Regulations for the Literacy focus.

Pre K-2 the focus will be on Written responses to informational texts through group activities, and with prompting and support (reading Informational Text Standards 1 and 10; Writing Standard 2).

Grades 3-8 the focus will be on Written analysis of informational texts (Reading Informational Text Standards 1 and 10) and Written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1).

Teachers will give a pre-assessment before the unit begins and use the data from this to inform their instruction during the unit. At the end of the unit teachers will give a post-assessment which measures the growth. The performance task will include **scaffolding instruction for ELLs such as**

- Teachers will use the data gleaned from the pre-assessment to inform their instruction during whole class instruction, small groups instruction and individual conferences.
- Building essential vocabulary before the task in order for the students to comprehend the text
- Use of a vocabulary/concept graphic organizers
- When ELLs are at beginning and low intermediate levels of English proficiency, allowing them to complete this task in their native languages.
- Allow time to explicitly teach ELLs the features of a nonfiction text such as table of contents, index, headings/subheadings, bold print, pictures, captions and glossaries through the exploration of the text.
- Providing students with sentence starters to include responses to who, what, where, when, why, and how in order for the students to develop mastery of the vocabulary during conversation around the text.
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- Providing note-taking templates for students to use during their independent reading of the nonfiction texts

At-risk ELL students will receive Intervention Services. The program delivery of AIS Services is The Fountas & Pinnell Intervention Kit, a small group, supplementary intervention program design for students struggling in reading and writing. The goal of the program is to target low readers (in the lower grades). Teachers

conduct small guided reading instruction with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.

Foundations

Foundations is a preventative research-based program designed especially for students in grades K -2.

PS 115 is implementing this word study component of the balanced literacy approach in the bilingual special education K-2 classes, from the recommendation of the Joint Intervention Team. Foundations use a systematic approach to phonics, phonemic awareness, letter formation and letter/sound correspondence, as well as fluency in decodable passages of reading. It is utilized in conjunction with the Teachers College Reading and Writing Curriculum.

Formal observations will be conducted for tenure and non tenure teachers. Tenure teachers will have a formal observation _____times across the year. Non tenure teachers will have a formal observation _____times across the year. Both tenure and non tenure teachers will have a pre and post observation meeting with the observing administrator.

Administration will conduct _____ amount of walk through throughout the year. The walktroughs will focus on classroom environment, implementation of balanced literacy and collection and utilization of data.

Assign a Supervisor to monitor student needs in grades K-2 and another supervisor in grades 3-5.

Programs to begin in September 2011 and continue until the end of June 2012.

Strategies to increase parental involvement

PS 115 is committed to encouraging parental involvement in their children's education. A parent coordinator has been assigned to serve as a liaison between the school personnel (administration and teachers) and the parents. The Parent coordinator supports the PTA by assisting in planning and conducting parent workshops planning, outreach to parents, training parents to navigate ARIS and to monitor their children's academic progress.

Parent Workshops will be provided to parents around

- ELA State Exams
- Common Core Standards
- Early Literacy
- Oral Language and Academic Vocabulary
- Reading and Writing Workshops and how to help their your children
- Support with Language Acquisition (English and Spanish)

All teachers establish constant and consistent communication with parents via progress reports, parent teacher conferences, informal notes, and parent-teacher meetings which provide an informed academic and behavioral progress of the students. They work together in order to ensure that there is measurable progress for all students. Activities to develop this communication include:

- **Parent Open House** to meet with parents to review the citywide instructional expectations, grade specific assessments and curriculum materials
- **Parent Teacher Conferences** to discuss and share specific grade level TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards to support parents' understanding of the literacy program
- **Family Friday**- interactive monthly school-wide curriculum share to engage families in classroom instruction and curriculum and to provide ongoing updated information concerning their children's learning expectations.
- Monthly Newsletter to share information concerning themes in the units of study, special events and celebrations.
- **Monthly Parent Calendar**-Provides information in English and Spanish to parents concerning school-wide events, assessments, activities and trainings
- **Computer Training**- to provide parental access to ARIS and ACUITY sites to learn of periodic and state assessments as well as Progress Report and Annual School Report Card in order to facilitate their familiarity with online resources so that they can be more effective in the support that they give to their children's academic achievement.

Parent Workshops will be provided to parents around

- ELA State Exam
 - Common Core Standards
 - Early Literacy
 - Oral Language and Academic Vocabulary
 - Reading and Writing Workshop and how to help your child
 - Support with Language Acquisition (English and Spanish)
- 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.

Workshops will be provided to parents around

- ELA State Exam
- Common Core Standards
- Early Literacy
- Oral Language and Academic Vocabulary
- Reading and Writing Workshop and how to help your child
- Support with Language Acquisition (English and Spanish)

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.

Presently 18 out of the 19 teachers servicing ELL students at PS 115 are highly qualified.

- administrators attend hiring fairs
- administrators work with the Network HR Director to make all teachers HQ
- administrators recruit from Universities around the NYC area
- administrators Use the Open Market system
- administrators Recruit from Teach for America and other recruitment affiliations of the Department of Education
- administrators use of the 5% Title I set-aside to help teachers get their degrees and licenses

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.

ME ACADEMY After School 50 Minutes program two days a week

Learn It (SES Program in Literacy and Mathematics)

Achievers (SES Program in Literacy and Mathematics)

- Children Arts Science Workshop ((SES Program in Literacy)
- Children Arts Science Workshop (CBO)

Teachers College Readers & Writers Project

Title III Saturday Program

Title III Saturday Enrichment Program

Additionally, there are internal systems that support effective classroom instruction and curriculum, as follows:

- Increased classroom libraries to support the Teachers College Units of Study
- Data Specialist Support
- Computer and assistive technology (Smart boards, projectors, Response interactive response system, Elmo Document Camera)
- Citywide Instructional Expectations
- Assessment Pro data recording system
- Professional Development and Parent Workshops provided through title one funding
- Technology 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.
 - Literacy coach
 - AIS Teachers
 - ESL Teachers
 - Assistant Principals
 - Teachers College Reading and Writing Project Staff Developer
 - Contract for Excellence Funds used to reduce class size in the self contained ESL, Dual Language and Bilingual Transitional classes.
 - ESL Teachers: FSF Funds
 - Title IIA funds were used to reduce class size in K-2 classes and to fund a bi-lingual early grades AIS teacher.
 - Bi-lingual Coordinator: FSF Funds
 - Literacy Coach: Title I1 Funds
 - 1 Literacy AIS Teacher for Grade 3-5: Title I1 Funds
 - Assistant Principals: FSF and Title I1 Funds

Teachers College Reading and Writing Project Staff Developer: Title I1 Funds

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Use title III funds to establish a Saturday academic intervention program to improve ELL's general education student performance on the ELA

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.

Annual Goal # SWD

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

By June 2012, the SWD student subgroup will demonstrate progress towards achieving 1 ½ years of progress by June 2012, as measured in the Progress Report 2011-2012 in ELA.

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.

As indicated reported in the Closing the Achievement Gap category of by the 2010 School Progress Report in Report in the Closing the Achievement Gap category , only category, , 48% of the SWD subgroup achieved a 75 growth Percentile or Higher in ELA and only 16.7% reached levels 3 and 4.

48% of SWD's achieved 48% of 75 growth Percentile or Higher.

The 2010-2011 **Based on our NYS Rreport, Card indicates that our school failed to meet AYP for the 2010-2011 school year in ELA for the SWD subgroup failed to make AYP in ELA students with disabilities. In a school wide effort to increase the student's ELA performance levels the above mentioned goal was identified.**

In the 2011 NY State ELA Exam assessment our the ELL Student Subgroup students performed as follows:

s:

88.8% of 3rd grade SWD students scored at Levels 1 or 2 compared with to 57.9% of 3rd grade General Education studentss who scored at Levels 1 or 2

- 78.5% of 4th grade SWD students scored at Levels 1 or 2 compared with 65.7% of 4th grade General Education students who scored at Levels 1 or 2

100% of 5th grade SWD students scored at Levels 1 or 2 compared with 55.57.2% of 5th grade General Education students

In a school wide effort to increase the performance of the SWD subgroup the above mentioned goal was identified for the year.

- who scored at Levels 1 or 2

Instructional strategies/activities

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.

Classroom teachers deliver literacy via the support of (via the Teacher's College workshop model where a balanced literacy approach is implemented throughout the classrooms. Teachers implement shared reading where students are engaged in class discussions that target their critical thinking skills and ability to make logical inferences. This in turn supports the students with written responses focused on informational texts through group activities and with prompting and support (reading informational text standards 1 and 10; writing standard 2), as well as written opinion or argument based on an analysis of informational texts (reading informational text standards 1 and 10; writing standard 1).

During the Shared Reading component of the Balanced Literacy Program teachers support comprehension throughout the reading of the text by explicitly teaching and modeling comprehension strategies. This approach promotes fluent, phrased reading. It is especially important for struggling readers to become fluent in literacy.

In addition to shared reading, teachers use Word Study with the students to focus on their skills for phonics and phonemic awareness

During the word study component of the Balanced Literacy Program teachers of K-3 self contained special education classes use Foundations. Wilson Foundations for K-3 is a phonological/phonemic awareness program. Foundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities. Furthermore, targeted small group intervention is available for students in the lowest 30th percentile.

Teachers of grade 4-5 self contained special education classes use . *Words Their Way* to teach students phonics, spelling, and vocabulary. This approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell.

Teachers also target sight words and high frequency words among all grade levels.

Bilingual classes are supported through the reading program Estrellita. **Students learn the skill of identifying the sounds letters/words in order to differentiate meaning; mastery of phonemic awareness assists the students to improve with their reading comprehension. Teachers also target sight words and high frequency words among all grade levels; the tools utilized to achieve these goals are Words Their Way and Estrellita. It Estrellita is a Spanish reading program that focuses on early literacy development. Kinder-gardenKindergarten classes focus on the concepts of print, letter sounds, and using the sounds to create basic words.**

1. **Bilingual classes are supported through the reading program Estrellita.**
2. **Teachers in 3-5 grades use The Comprehension Toolkit**, a program designed to help students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the *Toolkit* provides a foundation for developing independent readers and learners across the curriculum and throughout the school year. The comprehension strategies the program focuses on are the following
 3. Monitor Comprehension identifies ways readers keep track of their thinking and monitor their understanding as they read.
 4. Activate and Connect alerts students to the impact background knowledge has on their learning and supports them to connect the new to the known.
 5. Ask Questions highlights how readers can use questions to clarify unfamiliar ideas and discover new information.
 6. Infer Meaning teaches students how to use context clues and text evidence to crack open the new concepts and big ideas in a text.

Determine Importance helps students distill the main ideas and important information from the detailed facts in nonfiction text.

Summarize and Synthesize encourages students to go beyond the simple restating of facts, to pull together their thinking, and use all the strategies to understand big ideas.

On-going assessments will utilize the Teachers College Reading and Writing Project's Running Records and the Spelling Inventory from Words Their Way. Teachers will submit the independent reading levels of their students to the administration during the months of: September, November, March and June to monitor student growth and ensure progress in literacy in both English and Spanish. **which is a program geared toward promoting strategies to enhance the ELA standardized test and the NYS Strand. It teaches strategies to promote students' reading comprehension. It also allows students the opportunity to think on higher level, infer, use background knowledge, make connections and comprehend the reading. This program also lends itself for the other subject areas to be embedded into it where students will then utilize the skills being taught.**

At risk ELL student will receive Intervention Services. The program for delivery of AIS is Services is **The Fountas & Pinnel Intervention Kit**, a program which is geared to target very low readers (in the lower grades). Teachers conduct small guided reading instruction

with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.

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.

PS 115 is committed to encourage parental involvement in their children's education. A parent coordinator has been assigned to serve as a liaison between the school personnel (administration, and teachers) and the parents. The Parent coordinator supports the PTA conduct parent workshop planning, assists with the outreach to parents, and trains parents on how to navigate ARIS and monitor their children's academic progress.

All teachers establish constant and consistent communication with parents via progress reports, parent teacher conferences, informal notes, and parent-teacher meetings which provide informed academic and behavioral progress of the students. They work together in order to ensure that there is consistent progress among the students

- Parent Open House- meet with parents to review the citywide instructional expectations, grade specific assessments and curriculum materials
- Parent Teacher Conferences- discuss and share specific grade level TCRWP Units of Study, reading logs and reading benchmarks which are aligned to the Common Core Learning Standards to support parents understanding of the literacy program
- Family Friday- interactive monthly school-wide curriculum share to engage families in classroom instruction and curriculum. Provides ongoing communication with parents concerning learning expectations.
- Monthly Newsletter- Information sharing through the circulation of the which, describes themes, units of study, special events and celebrations.
- Monthly Parent Calendar-Provides information in English and Spanish to parents concerning school-wide events, assessments, activities and parent and trainings
- Computer Training- provide access to ARIS and ACUITY sites periodic and state assessments as well as, Progress Report and Annual School Report Card to educate and train parents in online based resources needed to effectively become involved in planning and decision making to provide academic support to their child

Parent Workshops will be provided to parents around

- ELA State Exam
- Common Core Standards
- Early Literacy
- Oral Language and Academic Vocabulary
- Reading and Writing Workshops and how to help your child
- Support with Language Acquisition (English and Spanish)

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, PS 115 is committed to encourage parental involvement in their children's education. A parent coordinator has been assigned to serve as a liaison between the school personnel (administration, and teachers) and the parents. The Parent coordinator supports the PTA conduct parent workshop planning, assists with the outreach to parents, and trains parents on how to navigate ARIS and monitor their children's academic progress.

All teachers establish constant and consistent communication with parents via progress reports, parent teacher conferences, informal notes, and parent-teacher meetings that will provide an informed academic and behavioral progress of the students. They work together in order to ensure that there is consistent progress among the students.

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.

100% of the Teachers servicing SWD are highly Qualified.

All teachers interested in applying for a teaching position at PS 115 are asked to provide evidence of job credentials and experience required by the state to perform the job description. The administration is dedicated to continually work with and support all teachers. There is a range of academic workshops that provide teachers with resources that they can utilize to support their students. Teachers frequently participate in TC workshops in order to enhance their practice in the classroom.

In order to attract Highly Qualified teachers, PS 115 Staff and administrators do the following:

administrators attend hiring fairs

administrators work with the Network HR Director to make all teachers HQ

All teachers interested in applying for a teaching position provide evidence of job credentials and experience required by the state to perform the job description.

The administration is dedicated to continuously work with and support all teachers. There are a range of academic workshops that provide teachers with resources that they can utilize with their students in order to support them while addressing their academic needs. Teachers are frequently sent to TC workshops in order for them to learn to enhance their practices in the classroom.

1. administrators recruit from Universities around the NYC area
2. administrators Use the Open Market system
3. administrators Recruit from Teach for America and other recruitment affiliations of the Department of Education
4. administrators use of the 5% Title I set-aside to help teachers get their degrees and licenses

The reading coach supports all the teachers through working in cycles with designated teachers in order to train them on how

to utilize best literacy practices which includes readers and writers workshops mini-lessons, conferences, small group, and shared reading, interactive writing, read aloud, and guided reading. The reading coach also assists with the planning of units of study and supports in the class room as needed. In addition the reading coach provides ongoing professional developments.

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.
- ME ACADEMY After School 50 Minutes program two days a week
- Learn It (SES Program in Literacy and Mathematics)
- Achievers (SES Program in Literacy and Mathematics)
- Children Arts Science Workshop ((SES Program in Literacy)
- Children Arts Science Workshop (CBO)
- Teachers College Readers & Writers Project
- Title III Saturday Program
- Title III Saturday Enrichment Program

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries to support the Teachers College Units of Study
- Data Specialist Support
- Computer and assistive technology (Smart boards, projectors, Response interactive response system, Elmo Document Camera)
- Citywide Instructional Expectations
- Assessment Pro data recording system
- Professional Development and Parent Workshops provided through title one funding
- Technology 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.

SETSS teacher IEP TEACHER Funds

LiReading teryacy Coach: Title I Funds

Bilingual Early Academic Intervention Teacher: Title IIA Funds

Saturday and coach

After school programs: Title III and Title I Funds

Technology: SINI Grant Funds

Fountas & Pinnel Benchmark Ssystem: SINI GRANT Funds

TC library to support units of study: JITT SINI GRANT Funds



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, student achievements in Mathematics in grades 3-5 will improve by -----% as measured by the New York State Test.

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.

As reported by the 2010 School Progress Report Card, Student Performance Progress section was rated a D. The percentage of students who reached or exceeded proficiency in the New York State Math Assessment (Level 3 and 4) was 36.4%. Based on our New York State Report our school failed to meet AYP for the 2010-2011 school year in Mathematics. In a school wide effort to increase the student mathematics performance level the above mentioned goal was identified of the year.

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.

The school wide instructional strategies implemented to achieve our goal will commence within the classroom level. The classroom teachers will provide all students daily instruction in Mathematics utilizing the Everyday Mathematics Program. The Everyday Mathematics Program includes the use of Mathematics Games that address and reinforce the skills presented within the unit. The daily instruction will be conducted using the Workshop Model format. The Everyday Mathematics Program included the use of Mathematics Games that address and reinforce the skills presented within the unit. The daily instruction will be conducted using the Workshop Model format. The classroom teachers will provide students with differentiated small group instruction based upon the analysis of student data. The classroom teachers will develop student goals based upon the students' assessment progress. The student goals will be used to assist students to self assess their progress. The student data will include EDM Baseline Assessment, End of the Unit Assessments, EDM Midyear Assessments, and the periodic New York City Acuity Assessments. The classroom teachers will have the opportunity to provide feedback, evaluate, and assess the effectiveness of the implemented strategies by looking at student work using a standards based Rubric during their Weekly Professional Learning Communities. The Math coach will provide teachers with support in developing rigorous student activities and provide content knowledge support.

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.

The Everyday Mathematics Program (EDM) includes a parent component called The Home Connection. The EDM parent component includes parent letters sent at the beginning of each unit. The Home Connection component of the EDM assists in building strong partnerships between the parent and teacher to encourage parents to become active participants in their children's education. These parent letters introduce the Everyday Mathematics Program and its components including the Math Games, activities, and routines utilized in the classroom. The parent letters also explain the skills and mathematical strategies their children are learning within the classroom environment to encourage parents to support their children at home.

Our school provides State Test Parent Workshops twice a year to familiarize parents with the components, format, and dates of the New York State Test. These Parent Workshops are provided during the after school evening hours to ensure we reach the most parent possible.

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 teachers interested in applying for a teaching position, provide evidence of job credentials and experience required by the state to perform the job description.

The administration is dedicated to continually work with and support all teachers. There are a range of teacher workshops that provide the teachers with resources that can be utilized with their students to support their teaching and in addressing their students' needs. Teachers are offered frequently offered different workshops to enhance their classroom practices.

In the area of Mathematics teachers are supported by the school Math Coach. The Math Coach supports all teachers maintain and develop best math instructional practices. The Coach assists teachers implement the Everyday Math Program by providing feedback, conducts model lessons, participates in grade unit planning, and provides professional development. The Math Coach ensures that teachers have the necessary resources and materials to implement the Mathematics Curriculum for maximum student success.

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.
- ME ACADEMY After School 50 Minutes program two days a week
- Learn It (SES Program in Literacy and Mathematics)
- Achievers (SES Program in Literacy and Mathematics)
- Children Arts Science Workshop ((SES Program in Literacy)
- Children Arts Science Workshop (CBO)
- Teachers College Readers & Writers Project
- Title III Saturday Program
- Title III Saturday Enrichment Program

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries to support the Teachers College Units of Study
- Data Specialist Support
- Computer and assistive technology (Smart boards, projectors, Response interactive response system, Elmo Document Camera)
- Citywide Instructional Expectations
- Assessment Pro data recording system
- Professional Development and Parent Workshops provided through title one funding
- Technology Grant

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In the area of Mathematics teachers are supported by the school Math Coach. The Math Coach supports all teachers maintain and develop best math instructional practices. The Coach assists teachers implement the Everyday Math Program by providing feedback, conducts model lessons, participates in grade unit planning, and provides professional development. The Math Coach assures teachers have the necessary resources and materials to implement the Mathematics Curriculum for maximum student success.

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.

Math Coach /Title 1 Funds,
 Math AIS Provider,
 Materials for extended Day,
 Math Hands on Materials for ESL and bilingual classes C4E Funds.
 Title 1 Parental Involvement /Family Kits and materials for parent workshops

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, 100% of administrators will conduct a minimum of six formative classroom visits per teacher using a comprehensive research-based rubric that allows for teacher self-reflection, focused feedback and next steps as evidenced in written feedback to teachers.

Comprehensive needs assessments

- 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.

As reported by the 2010 SNYSED/NYCDOE Joint Intervention Team students were not actively engaged in meaningful instructional activities that promoted higher order thinking skills. In addition, the 2010-2011 Quality Review (QR) found a lack of consistency in the effective use of English Language Learners methodology when differentiating instruction. It does not aim to support high level of student engagement. The 2010-11 QR strongly recommended that teachers further develop lessons that offer differentiated learning for students so that they have access to multiple points of entry into the curriculum. Teachers will sharpen their instructional practices of aligning organizational decisions to include all students in support of the school's instructional goals.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

In order to comply with the Chancellor's citywide instructional expectations, PS 115 will adopt The Danielson Teaching Framework, a

research- based comprehensive teaching framework. For the 2011-2012 school year we will focus on the DOMAIN 3 Instruction, the area around classroom instruction. School leaders will engage in short and frequent cycles of classroom observation. Each teacher will be visited twice a month and will receive targeted, timely verbal and written feedback which will result in increased instructional effectiveness. We will visit two to three teachers per day and will track the information from six-eight visits per teacher. These classroom visitations will last from five to ten minutes. Administrators and teachers will engage in professional conversations around noticingsnoticing(s) from the classroom visits in order to determine next steps.

Teachers were instrumental in selecting the components of focus for the year for the school as per the Danielson Teaching Framework the comprehensive teaching framework. Teachers will know what is expected of them and engage in ongoing reflection on their practice. In collaboration with the supervisor in charge teachers will develop yearly goals using a common template. Teachers will set goals to grow by one level of performance on engaging students in learning and using questioning and discussion techniques and in engaging students in learning.

Administrators will create a schedule of classroom visits in order to stream line the system for classroom visits to continue developing teaching effectiveness.

The CEI- PEA Network Supervisory Support specialists will offer professional development to administrators and teachers on the implementation of the Danielson Teaching Framework.

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.**

During the Title I NCLB parent workshops, parents will be apprised of how improved teacher practice is directly related to their children’s academic achievement. During these meetings parents learn how teachers are enhancing their professional practice using the new research-based comprehensive teaching framework.

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.**

Highly qualified applicants will be attracted to PS 115 because of the adoption of such professional learning practice. This teaching framework will provide a common language around conversations about teacher excellence and that is consistent throughout the school. It will help and will help them continue to grow professionally.

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.**
- ME ACADEMY After School 50 Minutes program two days a week
- Learn It (SES Program in Literacy and Mathematics)
- Achievers (SES Program in Literacy and Mathematics)
- Children Arts Science Workshop ((SES Program in Literacy)
- Children Arts Science Workshop (CBO)
- Teachers College Readers & Writers Project
- Title III Saturday Program
- Title III Saturday Enrichment Program

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries to support the Teachers College Units of Study
- Data Specialist Support
- Computer and assistive technology (Smart boards, projectors, Response interactive response system, Elmo Document Camera)
- Citywide Instructional Expectations
- Assessment Pro data recording system
- Professional Development and Parent Workshops provided through title one funding
- Technology Grant

Budget and resources alignment

Network support personnel and consultants

Per session allocation for administration and teachers.

Coaches

Teachers college administrator support and study group

The network Think- Tank.

Enhancing Professional Practice

ANNUAL GOAL #35 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 #35

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

By June 2012, 100% of administrators will conduct a minimum of six formative classroom visits per teacher using a comprehensive research-based rubric that allows self-reflection, focused feedback, and next steps as evidenced in written feedback to teachers.

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.

As reported in the 2010 NYSED/NYCDOE Joint Intervention Team students were not actively engaged in meaningful instructional activities that promoted higher order thinking skills. In addition, the 2010-2011 Quality Review (QR) reported a lack of consistency in the effective use of English Language Learners methodology when differentiating instruction. It does not aim to support high level of student engagement. The 2010-11 QR strongly recommended that teachers further develop lessons that offer differentiated learning for students so that they have access to multiple points of entry into the curriculum and that teachers sharpen their instructional practices of aligning organizational decisions to include all students in support of the school's instructional goals.

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.
 - e)

In order to comply with the Chancellor's citywide instructional expectations, PS 115 will adopt The Danielson Teaching Framework, a research-based comprehensive teaching framework. For the 2011-2012 school year the focus will be on the Domain 3, Instruction, component 3b: Questioning and discussion and component 3c; Engaging Students in Learning. School leaders will engage in short and frequent cycles of classroom visits. Each teacher will be visited twice a month and will receive targeted, evidence based timely verbal and written feedback which will result in increased instructional effectiveness. The goal is to visit two to three teachers per day and track the information for six to eight visits per teacher. Administrators and teachers will engage in professional conversations around the noticing(s) from the classroom visits to articulate expectations and serve as the focus for professional development.

Teachers were instrumental in selecting the components of focus for the year for the school as per the Danielson Framework for Teaching. Teachers will know what is expected of them and engage in ongoing reflection on their teaching practices. In collaboration with the supervisor in charge teachers will develop yearly goals using a common template. Teachers will set goals to grow by one level of performance, as measured by the Danielson on engaging students in learning and using questioning and discussion techniques and in

engaging students in learning.

Administrators will create a schedule of classroom visits in order to stream line the system for classroom visits to continue developing teaching effectiveness.

- f) The CEI- PEA Network Supervisory Support specialists will offer professional development to administrators and teachers on the implementation of the Danielson Framework for Teaching.

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.
- During the Title I NCLB parent workshops, parents will be apprised of how improved teacher practice is directly related to their children's academic achievement. During these meetings parents learn how teachers are enhancing their professional practice using the new research-based comprehensive teaching framework

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.

Highly qualified applicants will be attracted to PS 115 because of the adoption of such professional learning practice. This teaching framework will provide a common language around conversations about teacher excellence and that is consistent throughout the school. It will help them continue to grow professionally.

All teachers interested in applying for a teaching position provide evidence of job credentials and experience required by the state to perform the job description.

All teachers interested in applying for a teaching position at PS 115 are asked to provide evidence of job credentials and experience required by the state to perform the job description. The administration is dedicated to continually work with and support all teachers. There is a range of academic workshops that provide teachers with resources that they can utilize to support their students. Teachers frequently participate in TC workshops in order to enhance their practice in the classroom.

In order to attract Highly Qualified teachers, PS 115 Staff and administrators do the following:

- administrators attend hiring fairs
- administrators work with the Network HR Director to make all teachers HQ
- administrators recruit from Universities around the NYC area
- administrators Use the Open Market system
- administrators Recruit from Teach for America and other recruitment affiliations of the Department of Education
- administrators use of the 5% Title I set-aside to help teachers get their degrees and licenses

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.
- ME ACADEMY After School 50 Minutes program two days a week
- Learn It (SES Program in Literacy and Mathematics)
- Achievers (SES Program in Literacy and Mathematics)
- Children Arts Science Workshop ((SES Program in Literacy)
- Children Arts Science Workshop (CBO)
- Teachers College Readers & Writers Project
- Title III Saturday Program
- Title III Saturday Enrichment Program

Additionally, there are internal systems that support effective classroom instruction and curriculum as follows:

- Increased classroom libraries to support the Teachers College Units of Study
- Data Specialist Support
- Computer and assistive technology (Smart boards, projectors, Response interactive response system, Elmo Document Camera)
- Citywide Instructional Expectations
- Assessment Pro data recording system
- Professional Development and Parent Workshops provided through title one funding
- Technology 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.

Network support personnel and consultants

Per session allocation for administration and teachers. Title 1 and FSF Funds

Literacy and Math **Coaches:** Title I Funds

Teachers college administrator support and study group: Title I Funds

The network Think- Tank.

Materials: FSF and Title 1 Funds

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			N/A	N/A				
1			N/A	N/A				
2	24		N/A	N/A				
3	14	17	N/A	N/A				
4	20	16	20	16				
5	23	19	23	19				
6								
7								
8								
9								
10								
11								
12								

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>Programs used: The Comprehension Toolkit and Fountas & Pinnell Intervention Kit. Within the two programs teachers utilize the following tools: running records, and assessments of word analysis, vocabulary in context, and dimensions of fluency. The Comprehension Toolkit is a program geared towards promoting strategies to enhance the ELA standardized test and the NYS Strand. It teaches strategies to promote students' reading comprehension. It also allows students the opportunity to think on a higher level, infer, use background knowledge, make connections and comprehend the reading. This program can also be embedded into other subject areas when applicable.</p> <p>It teaches strategies to promote students' reading comprehension. It also allows students the opportunity to think on higher level, infer, use background knowledge, make connections and comprehend the reading. This program also lends itself for the other subject areas to be embedded into it where students will then utilize the skills being taught. The Fountas & Pinnell Intervention Kit is geared to lower grades students' who are very low readers. a program which targets low readers (in the lower grades). Teachers conduct small guided reading instruction with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.</p> <p>Teachers conduct small guided reading instruction with the purpose of strengthening the students reading fluency and word analysis. In addition, teachers meet the students individually to confer and assess their knowledge of the skills being taught.</p> <p>At-risk ELL students will receive Intervention Services. The program delivery of AIS Services is The Fountas & Pinnell Intervention Kit,</p> <p>The Comprehension toolkit Tools: articles and nonfiction books (suggested book list is provided in the kit). Assessments:</p> <ul style="list-style-type: none"> • Strategy Wrap Up (student writes about what they have learned from the

	<p>strategy, which is then graded by rubric)</p> <ul style="list-style-type: none"> • Assessment checklist for each strategy • Thorough explanation of the article or book read • Teacher made assessments (optional) <p>The Fountas & Pinnel Intervention Kit Tools: level books (fiction & nonfiction), worksheets, running records (provided in the kit) Assessments:</p> <ul style="list-style-type: none"> • Running records • Word Analysis (word features, and high frequency words) • Vocabulary in context (accuracy) • 6 dimensions of fluency rubric (pausing, phrasing, stress, intonation, rate, and integration)
<p>Mathematics</p>	<p>Programs put in place and the services being provided for intervention are based on the analysis of assessment data. The AIS math teacher reviews the NYS test strands of state exams along with unit tests students have taken in order to determine the target areas to work on. Furthermore, the teacher tracks Pre and Post Baseline assessments to review progress.s (tools used: Every Day Math and Do the Math). The programs used: Every Day Math, Intervention program Do The Math, and NYS Ready Instruction for Math. While using Every Day Math AIS teacher incorporates games, assessments, and the differentiated handbook to teach the target areas.</p> <p>AIS teacher pushes into the classrooms and conducts small group instruction differentiating the skills according to the students' academic levels. In addition to small group instruction there is also one to one instruction for targeted students. Also, students are paired accordingly in order to practice the skills being taught.</p> <p>Do The Math is organized into 12 scaffolded modules that focus on rebuilding fluency with whole numbers and fluency with fractions. Every module includes a series of thirty 30-minutes step-by-step lessons. Progress monitoring is followed by suggestions for differentiating instruction-what- to do for the students who need additional support and those ready for a challenge.</p>

	<p>Progress is measured as follows:</p> <ul style="list-style-type: none"> • A baseline assessment establishes a benchmark with which to measure each student’s mathematic growth after completing the module. • Progress monitoring, which occurs every fifth lesson • The End-of-Module Assessment or Summative Assessment provides an opportunity to measure student growth and an opportunity to give continued support to those who need it. • Other skills addressed: Test Taking Strategies, study, and organizational skills
<p>Science</p>	<p>Language Proficiency Program focuses on the development of Science Content through a literacy based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction science books are also used to augment science background knowledge and improve understanding of science concepts. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>
<p>Social Studies</p>	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, Historical figures and map study will take place during each unit. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance counselor will provide individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games, and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the students to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, Students are referred to the Child Study Team for further support as well as outside agencies</p>

	and treatment centers.
At-risk Services provided by the School Psychologist	School Psychologist evaluates AIS students that have been referred for an academic evaluation and provides information on the psycho-social development of the student.
At-risk Services provided by the Social Worker	The School Social Worker will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety and/or other emotional concerns or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies. Working closely with the families and classroom teachers is part of the process used to support the students.
At-risk Health-related Services	A school nurse provides the health services

**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) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: PS 115 **School Name:** The Alexander Humboldt School

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

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

Category: Basic Focused Comprehensive

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

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

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

P.S. 115 Students with Disabilities and ELLs subgroups have failed to make their Annual Yearly Progress as evidenced by the New York State Grades 3, 4, 5 ELA Exam for two consecutive years. Our goal this year is for our Students with Disabilities subgroup will demonstrate progress towards achieving 1 ½ years of progress, as measured in the Progress Report 2011-2012 in ELA and ELL student Subgroup will demonstrate progress towards achieving state standards as measured by a 10% increase in the students attaining scores equivalent to Levels 3 and 4 on the NYS ELA Examination. These goals were created as a direct response to our students (SWD) and English Language Learners not meeting their AYP in Literacy. This group was identified by a careful analysis of the 2011 ELA results, including the item skill analysis in ARIS. Therefore, progress for our students with disabilities and ELL subgroup is a priority for this school year.

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.

Public School 115 will implement a Winter Program of Instruction as the intervention to support the improved achievement in Literacy in Science of our Students with Disabilities and ELLs. The Winter Program will be offered to 100 ELL and SWD student subgroups in grades 3, 4 and 5 during the mid winter break. This program will utilize an interactive curriculum which focuses on themes. Lessons will engage students' curiosity about their world while building science literacy. Sessions introduce key science vocabulary, involving students in activities, experiments and concept analysis and discussion. This program will build upon the strengths of all students, ELL and children with special needs, while enhancing some of the skills and strategies they may be lacking, i.e. vocabulary, reading comprehension, oral expression. 10 teachers will facilitate instruction for 4 Days for 3 hours days from 2/20/12 -2/23/12. 1 supervisor for 4 Days for 3.5 hours days from 2/20/12 -2/23/12

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 115 the funding for Professional Development will allow for the implementation of a CCSS Curriculum and sustain Differentiated and Data Driven Instruction. There is a need to improve teacher practice to support increased student performance. Teachers of ELLs and Students with Disabilities will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of ELLs and Students with Disabilities. Teachers will collaborate and identify alternative strategies in order to promote greater student success. Professional Development will take place regularly in after school sessions provided by our Literacy coach, Assistant Principal, Teachers College Consultant and specialized in house staff and network personnel.

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

PS 115 will expedite a multi-layered professional development plan that address both school wide and individual teacher needs. Teachers will receive PD on a variety of instructional strategies that address the needs of SWDs and ELLs should be developed for use. Areas to focus on include: engaging the students in accountable talk; discussion strategies that include true discourse and full participation by all students; activating students' prior knowledge; using applications to real world settings; more writing opportunities to reinforce student learning across the content areas; strategies to reinforce vocabulary development; use of world walls and the use of technology. Each teacher should develop a repertoire of strategies that can be used to enhance instruction to clarify students' understandings and reinforce concepts. Time should be allocated to ensure collaboration and lesson planning between the ESL teachers and SWD teachers and the classroom teachers

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.

P.S. 115 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Debra Maldonado	District 06	Borough Manhattan	School Number 115
School Name Alexander Humboldt			

B. Language Allocation Policy Team Composition

Principal Angela Rodriguez	Assistant Principal Marytery Caceres
Coach Genoveva Ashburn	Coach
ESL Teacher Rosa Urena/ ELL Coordinator	Guidance Counselor Amparo Gonzalez
Teacher/Subject Area Isabel Reyes/Language Arts	Parent Jessica Estrella
Teacher/Subject Area	Parent Coordinator Margarita Casimiro
Related Service Provider Roxanna Bautista	Other type here
Network Leader Benjamin Soccodato	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	5	Number of certified bilingual teachers	19	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	675	Total Number of ELLs	241	ELLs as share of total student population (%)	35.70%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here ELL Identification Process

1. The ELL identification process starts by distributing a registration package to the parents which include a Home Language Survey from the Pupil Accounting Secretary, Maria Brito, a school Aide, Maria Rodriguez, and the Parent Coordinator, Margarita Casimiro. Ms. Urena, the ESL certified teacher and ELL Coordinator, conducts the informal oral interview in either English or Spanish. In the event we have parents who speak other languages, the school will facilitate the parent(s) with a translator. Ms. Urena will administer the Home Language Identification Survey (HLIS) to parents. After the HLIS is filled out and signed by the ELL Coordinator, the original is placed in each student cumulative folder and a copy is kept in file in a binder on a central location. First entrance students are interviewed by Ms. Urena using simple questions to find out if the child has been in school and what language the child feels more comfortable speaking. In the event the home language is one other than English, the child is administered the Language Assessment Battery Revised (LAB-R) test. The LAB-R is administered by Ms. Urena, the certified ESL teacher and ELL Coordinator within 10 days of student admission. The LAB-R assessment concludes if the pupil is an English Language Learner. If the LAB-R shows that the student is an English Language Learner (ELL), that student is administered the Spanish LAB. As per the results of the LAB-R, parents will be invited to an orientation workshop. This workshop allocates information that will facilitate parents to choose a language program that best addresses the needs of their children. After students are placed in the parents program of choice, they are instructed following the guidelines of the program they are in. These students are instructed using ESL strategies to get prepared for the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually to every ELL student as per the LAB-R or previous NYSESLAT result during the Spring. The NYSESLAT is composed of 4 parts: Speaking, Listening, Reading and Writing. The Speaking part of the NYSESLAT is administered individually to all ELL students. The Listening, Reading and Writing are group administered. RLER, RNMR, and RLAT (previous NYSESLAT and LAB-R) are used to identify students eligible to take the NYSESLAT. Students who score at a proficiency level as per the NYSESLAT are no longer considered English language learners. These pupils will enter a general education program the following year or may be placed in ESL for extra support.
2. ELL Compliance Coordinator Ms. Rosa Urena and the Administration will hold orientations and workshops to inform parents of the various bilingual programs available in the school. During the first ten days of the students admission, parents are presented with a Parent Orientation Video that elaborates the different bilingual programs (Transitional Bilingual, Dual Language and Freestanding ESL) options they have throughout the NYC Department of Education System upon registration. Make up orientations sessions for parents who didn't attend the initial meeting are planned. This information is also disseminated throughout the school year using different venues such as one-to-one meetings, phone calls and small groups orientation.
3. The school ensures that Entitlement letters are sent home to parents. Copies of the Entitlement letter are kept on file in a central location for monitoring purposes. The program selection forms are distributed to students and collected by Ms. Urena. Parents who didn't return the letter are contacted via telephone calls to students' home made by the Pupil Accounting Secretary, Parent Coordinator, Family Worker and/or Compliance Coordinator. In the event all outreach venues fail, and the forms are not returned, the default program is Transitional Bilingual Education as per CR Part 154. The majority of our parents speak Spanish and/or English, so Ms. Urena will provide the orientation on either English or Spanish depending on group of parents or the language they will prefer. In the event that a parent doesn't speak either English or Spanish, a translator will be provided. The original Parent Survey Form is placed in

the child's cumulative folder and a copy is kept in file in a central location for monitoring purposes.

4. Identified ELLs are placed in one of the three programs as per the parents choice. The LAB-R will assess the child's English proficiency. After assessing students, the parent surveys are analyzed and parents are then notified via a placement letter. Copies of placement letters are maintained at the school on file in a central location for monitoring purposes. Our parents population is mainly Spanish speaking, therefore most communication (verbal and written) between parents and school personnel is conducted in their native tongue.

5. This current year, many parents have expressed an interest in Transitional Bilingual. New admit's parents who have their children in grades K-1, have chosen TBE as their choice. In grades 2-5 parents continue to choose DL as their choice. Freestanding ESL is the least favored by the parents. After reviewing the Parent Survey and Program Selection forms, the following trend has been noticed. Data indicates that out of 105 parent choice letters reviewed, 53 parents selected a Dual Language program for their child that is 50% of the newly admitted students; 37 parents selected a Transitional Bilingual program for their child, roughly 35%, 15 selected an ESL program for their child, roughly 14%.

6. Generally, the program models currently available at P.S.115 match the requests parents have made. A small percentage of parents have requested Transitional Bilingual in the general education program. Therefore, a Transitional Bilingual class was opened for kindergarten students. In the event we don't have one of the programs, parents will be informed of their option to transfer to other schools.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	2												3
Dual Language (50%:50%)			1	1	1	2								5
Freestanding ESL														
Self-Contained			1	1	1	1								4
Push-In	8	8	0	8	4	4								32
Total	9	10	2	10	6	7	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	10
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	66	0	10	4	0	4	0	0	0	70
Dual Language	79	4	3	23	0	3	1	0	0	103
ESL	42	0	5	25	0	0	1	0	0	68
Total	187	4	18	52	0	7	2	0	0	241

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	24	39	3	2	4	1								73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	24	39	3	2	4	1	0	73						

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	EP	EL	EP																
Spanish					14	1	24	4	25	2	37	4							100	11
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	14	1	24	4	25	2	37	4	0	0	0	0	0	0	100	11

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 11

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 11

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	2	3	18	13	20	11								67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	2	3	18	13	20	11	0	67						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. P.S.115M is a K-5 grade elementary school with monolingual, Transitional Bilingual classes, and Dual Language classes which are divided into three distinct academies: The First Steps Academy (PreK-1); The Rising Stars Academy (2-3); The Communication Arts Talent School, or CATS, (4-5).
 - a) Our organizational model is as follow: Dual Language utilized the 50/50 model. In the Dual Language classes students fluctuate instruction from one day in English and the next day in Spanish. A bilingual license teacher is in charge of providing instructions in both languages. Also, we have a fifth grade Collaborative Team Teaching (CTT) Dual Language class. In Transitional Bilingual, our students are instructed using the 60:40, 50:50, and 75:25 model. In Free Standing English as a Second Language, we have the following: Pull-Out, Push-In and Self Contained models.
 - b) Students are heterogeneously grouped with the exception of two first grade Transitional Bilingual classe with the average class size in third through fifth grades is 30. This year we have two first grade Transitional Bilingual classes that are grouped homogeneously. One class is comprised of all beginners and the other one of intermediate students.
2. In collaboration with the school administration, teachers review NYSESLAT and LAB-R data for students in each class to ensure that the language of instruction is properly distributed within the daily instructional program.
 - a) In Transitional Bilingual classes, teachers provide instructions according to their students' levels. In Kindergarten, the literacy block time is devoted to 90 minutes of native language literacy skill, and 90 minutes of English language literacy skills. This year we have two first grade Transitional Bilingual classess. Both classes follow the mandated minutes of instructions based on their students' levels. In

A. Programming and Scheduling Information

addition, we have two self contained 12:1:1 grades K-2 and 3-5. Each of these classes consists of one to two dual licensed teachers (bilingual and special education), and each class also employs 1-2 bilingual paraprofessionals. Instruction in each of these classes is greatly dependent upon language and academic proficiency of each student. Currently, each class conducts Language Arts instruction in English, summarizing in Spanish. Materials and conferring, as well as small group instruction (or strategy lessons) may be provided in either English or Spanish depending on the needs and strengths of the group of students. Math instruction for each of these classes is provided in Spanish with English summaries and resources. The language of other content area instruction varies depending upon the NYSESLAT and LAB-R scores. As stated above, the Dual Language model in our school is the 50/50 which provides the mandated minutes of service required. Our Dual Language classrooms consist of self contained classes equipped with one Bilingual License teacher who provides instruction in all content areas one day in English and one day in Spanish. In addition, there is a Dual Language Collaborative Team Teaching class in grade 5. For the Free Standing English as a Second Language, the ESL teacher provides the 2 units of instruction for beginners and intermediate, and 1 unit of instruction for the advanced as per CR Part 154. In Self Contained ESL classes, teachers utilize an array of ESL strategies in their instruction throughout all the content areas to ensure that all students' needs are met. Resources and materials are also provided to classrooms of ELL's to ensure that native language support is available for students. However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing.

3. Transitional Bilingual classes in Kindergarten and first grade utilize Teachers College for the literacy block in English (using ESL strategies) and Spanish. Such strategies include visuals, concrete objects, story telling, puppetry, graphic organizers for ELLs, formative assessments through the use of teacher reading and writing conferences, the use of rubrics/checklists to provide ongoing feedback to ELLs, and the use of word lists. Math instruction for each Transitional Bilingual class is provided in Spanish. Enrichment classes are conducted in English. Science is provided in Spanish utilizing the textbook "Science New York City by Harcourt and Social Studies in English using the textbook Social Studies New York City By Houghton Mifflin Harcourt. The ESL teacher provides most of the instruction through the push-in model. Therefore, she will use the same textbook as the classroom teachers using ESL methodologies to provide extra support. In self contained Special Education Transitional classes, Language Arts is conducted in English with a summary in Spanish. Math is provided in Spanish and all other content area instruction varies depending upon the NYSESLAT and LAB-R scores. The classroom teachers will provide students with regular instruction as per CR Part 154 Regulations (360-180 minutes of ESL per week and minimum of 90-45 minutes daily of NLA instruction) However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing. Currently, our Dual Language classes conduct all content area instruction in English and Spanish. Materials and conferring, as well as small group instruction (or strategy lessons) are provided in English and Spanish.

4. Currently, teachers in Transitional Bilingual Kindergarten and first grade, are utilizing Estrellita a Spanish program. Estrellita consists of various assessments pre, post and on going assessments to monitor progress and to ensure that students advance from one level to the next. Teachers in Dual Language classes, utilize running records in Spanish, writing, observations, conferring and the Examen de lectura en Espanol (ELE) to evaluate students progress in their native language.

5. a) At this moment we have four Students with Interrupted Formal Education (SIFE). SIFE students receive intensive reading, writing and language development via our AIS teacher for one period a day, three days a week. the AIS teacher is implementing the Fountas & Pinnell Leveled Literacy Intervention System (LLI). This program is a small-group supplementary intervention program designed to help teachers provide powerful small-group instruction. In addition, they will receive their mandated instructional ESL block as determined by NYSESLAT data. SIFE students will be also invited to attend the Title III after school program. Moreover, explicit one to one classroom instruction, intense teacher modeling and students practice with teacher guidance and feedback will facilitate student learning. The official teacher of the SIFE is required to provide instruction as per Part 154 Regulations (360 minutes of ESL per week and 90 minutes of daily NL). It is expected that with all these provisions in place SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the educational gap. In the event that more support is needed, students will be invited to attend the Regional summer enrichment program.

b. Newcomers that have been in USA schools system for less than 3 years will be identified by the Bilingual AP by class and grade. Upon registration students in grades 3-5 will be enrolled in the Extended Day Program. At the end of the year, students who fall in this category will be strongly encouraged (parents informed) to attend the District Summer Enrichment Program. During the regular school day and the Extended Day, the ESL teacher as well as classroom teachers address the needs of students who will take the ELA standardized test as per the NCLB. An after school program for newcomers was developed last year utilizing a Language Proficiency Intervention Kit by Attanasio & Associates. The same program will be utilized this year for newcomers during the Extended Day. Newcomers as well as those students who are required to take the ELA test as per the NCLB are utilizing this intervention kit to further their language development. In addition, the teacher will seek, as needed, the assistance of the appropriate instructional team (IST) so as to better identify at-risk bilingual SETTS or AIS.

A. Programming and Scheduling Information

c. Students receiving service for 4-6 years will follow the protocol described below:

Students will participate in the extended day program. The official teacher of the student is required to provide instruction as per Part 154 Regulations (360-180 minutes of ESL per week and 90-45 minutes of daily NL, if applicable). Instruction for this group of students is differentiated by the teachers who provide materials and books at students level. Another way to scaffold instructions for ELLs receiving service for 4-6 years is to provide support from more proficient peers. Example, buddy reader or buddy writer. In the event that more support is needed, students will attend the District Summer Enrichment Program. Promotion will be assessed with a possible extension of services. The students' progress in language acquisition and content area achievement will be reviewed via teacher conversations, portfolio reviews and assessments by the AP throughout the school year.

d. Students having completed 6 years of service will follow the protocol described below:

The Assistant Principal and/or ESL teacher will identify the student by grade and class. Meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. Public or private meetings will be held with the concern parents. The AP will immediately assign grade appropriate AIS for the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations. Also, teachers will scaffold instruction to provide the support needed following the strategies mentioned above.

e. Students identified as having special needs will follow the protocol described below:

The Special Education AP will identify them on the Projective Register Report (PRR) as soon as possible. Hold a series of informational Public Parent Meetings with the Administration, Parent Coordinator and the ELL Compliance Coordinator, during which Curriculum & Instruction and NYS Assessment will be the central topics. Via conversation with the respective teachers, monitor the progress of said ELLs throughout the school year. The official teacher of this population of students within each class will provide the students with regular instruction as per Part 154 Regulations (360-180 minutes of ESL per week and a minimum of 45 minutes of daily NL instruction where applicable). The February, mid-year Learning Progress Report (LPR) will be completed for each student. He or she can also seek to have the students reviewed by the School Based Support Team (SBST) in the event that a type III is done, then the new IEP will be adhered to. Promotion will be determined by the teacher in her year-end LPR. Students with less than two year will be promoted to the next grade, regardless of NYS Assessment results. However, students will be strongly encouraged to attend summer school for enrichment.

6. Our ELL-SWDs are provided with the same materials as our regular students. However in order to provide the access to academic content areas and to accelerate English Language Development, our teachers implement the following: shared reading, P.S. 115 has developed a Shared Reading initiative to increase students' higher order thinking skills and language development; small group instruction, during small group instruction, students are exposed to leveled text using Literacy Level Intervention (L.L.I); outside resources such as articles; visual aids (charts, pictures, word wall, and smartboard). For reading, teachers include strategies like revision, re-reading, chunking of words, letter sounds, stretching of words, using labels, activating prior knowledge, word association, teaching cognates, and teacher modeling (I do, we do, you do). SWDs teachers differentiate the content by adapting it to the students' goals. Even though all students have access to the same core content, teachers vary the presentation of the content (textbooks, demonstrations) to best meet students' needs. Also, teachers differentiate activities by including flexible groupings, manipulatives and varying the length of time for students to master content. Programs such as Estrellita, Foundations, TC, Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas and Pinnell are used to help ELL Students with Disabilities in their English language development.

7. Our SWD'S teachers modify lessons based on students need. Some of the things in place to help ELL-SWDs are changing the way

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%	Efforts are made to provide SWDs an opportunity to mainstream for selected subjects within the General Education classroom. Lessons are planned using the Common Core Standards with modifications to meet each of the students academic needs.
75%	
50%	
25%	
0%	
	Dual Language
100%	
75%	
50%	
25%	
0%	
	Freestanding ESL
100%	Page 47
75%	
50%	
25%	
0%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Academic Intervention Services (AIS) are provided to meet the needs of all students who need assistance to meet the State Standards in ELA, Mathematics, Social Studies and Science. Intensive guidance and support services are provided to assist students who are experiencing affective domain issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary, based on the individual needs of students. All Grade 3-5 ELL students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services in English. The school will be implementing the following Academic Intervention Services for the school year 2011-2012. Words Their Way - Grades K-3; Test Ready, Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas & Pinnell Intervention Program - Grades 3-5; Kaplan Science - Grade 4; AIS Push-in/Pull out Reading & Math Services - Grades 2-5; Children Arts and Science Workshops (CASW) - Grades K-5; Saturday Academic/Enrichment Academy, and a Language Proficiency Intervention Kit by Attanasio and Associates to be used with newcomers during the Extended Day - Grades 3-5; ELL Enrichment Summer Academy.

9. The school plan for continuing transitional support for students reaching proficiency on the NYSESLAT is as follows:

The Bilingual AP and the ELL Coordinator will identify the students in each class and grade and hold a series of informational meetings with the parents informing them of the curriculum and standards for ELLs. Using previous NYSESLAT results, the Administration and the teachers of said students will assess and gauge the transition into monolingual classes. When needed, provide supplemental push-in support services through the assistance of free-standing ESL teacher or AIS provider. Also these group of students will receive testing accomodation for two years for ELA, Math and Science.

10. During the 2011-2012, we will continue implementing Teachers College Reading and Writing Project(TCRWP) for reading and writing. Lessons and teaching points will be developed to meet the needs of the ELLs. Lessons will be modeled by a professional developer from TC and from our Literacy Coach. Intervisitations will continue in place for new teachers and teachers who still need extra support. Units of studies for reading and writing will be given to every teacher. Also, we will continue using Shared Reading to increase fluency, rigor and to develop higher-order thinking skills. We will continue the use of several programs and resources we have applied in the past such as the following to work specifically and primarily with our ELL population. Journeys - Content area support for ELLs; Reader's Theater - for language development through the content area; Language Proficiency Intervention Kit; Test Ready and NYSESLAT and Beyond.

11. This year we will continue using Step Up to Writing as an extra resource for students to increase their writing skills. This year no program will be discontinued.

12. All ELLs are provided the opportunity to participate in all programs available at PS 115. ELLs are invited utilizing different venues. Letters are sent home to parents inviting ELLs to participate in any programs or activities the school will be involved in. Also, the Parent Coordinator will schedule parents' meeting to inform parents of the programs or activities their children will be invited to participate. Every month, our school conducts "Coffee with the Principal" a monthly meeting where the Principal meets with the parents to inform or update them on any activities or programs their children may participate. The after school literacy programs are offered to students as follows: Learn It is offered to students in all grades K-5 from Tuesday through Thursday from 2:20- 5:30. Children Arts and Science Workshops (CASW) is offered to students in grades K-5 Monday through Friday 2:20-5:30. Also, this year we will be offering another SES program. Achievers Enrichment Program will be offered Monday and Tuesday from 2:25 - 5:00. Teachers work with students in small group settings, using an interactive model, and share literacy specific skill purposes. All participating students in grade K-5, including English Language Learners and Special Education students, are grouped based on assessed needs for additional instruction to improve literacy and mathematics. A Saturday Academic Enrichment Academy will enable students to enhance, enrich, and extend literacy

B. Programming and Scheduling Information--Continued

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

Paste response to questions 1-5 here

1. English and Spanish are the targeted languages in all our Dual Language classrooms. The language of instruction is split 50-50. For example, teachers instruct all content areas in English on one day and then in Spanish the next. Final products and assessments are assigned and/or administered within the 50-50 model as well.
2. Our school is comprised of a 2-5 two-way Dual Language program to promote bilingualism. Each class contains students who are native English speakers with native Spanish speakers. It is expected that all students in the Dual Language program will develop their second language skills while learning both languages and content knowledge in English and Spanish. Our organizational design is the 50-50 Model in which the amount of instructional time is equally divided between the two languages at all grade levels. This Dual Language model is being delivered via a self-contained approach. In grades 2-5 the language of instruction will change every other day.
3. As mentioned above our school follows the two-way Dual Language program where students are instructed one day in English and Spanish the next. Literacy is taught one day in English and one day in Spanish. The same applies for all other content areas. Other content areas such as music, drama, art, and dance are taught in English only.
4. PS 115 has 1 dual language class on grades 2-5 except fifth grade where we have two DL classes. One class is designated as CTT. Instruction is provided one day in English and the next day in Spanish. Our school follows a self-contained model where the same teacher is in charge of instructing students in both languages
5. Emergent literacy is taught simultaneously. Teachers utilize Teacher's College Reading and Writing Project Curriculum to instruct students in English. Currently, Spanish instruction is taught following a teachers translated version of the Teacher's College Reading and Writing Project Curriculum. Since last year, K-2 teachers will continue implementing Estrellita Reading program an accelerated Spanish program to teach Spanish literacy.

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.

Paste response to questions 1-3 here

1. Professional development is coordinated by the Principal, the Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to combine ideas on effective planning for teachers, on different ways to assess learning, and classroom management: Strategies to meet the needs of all students. The administration meets once a week to reflect and refine school-based practices and up-date the professional development plans. Moreover, the team strives to provide a three-tier approach to staff development which includes school-wide, grade-mastery of their knowledge based in the areas of literacy, mathematics, social studies and science while concurrently expanding their schema of effective practices in the delivery of instruction. The team continues to develop Action Plans in accordance with the needs revealed by the data to determine how to further support staff and students for the upcoming year. Professional development will continue to take place during Monthly Faculty Conferences and Monthly Team Planning Sessions with the Principal as well as in the classrooms. The school psychologist, paraprofessionals, occupational and speech therapists, and parent coordinator are part of the Monthly Faculty Meeting and the PLC. All staff members participate in any workshops or activities pertaining to ELLs. Every week one of the Extended Day time is used for Professional Learning Community (PLC). In addition, the following are also in place: Grade Team Planning, Learning Walks, the Language Allocation Policy Committee, and formal and informal observations. The following is a calendar of off-site and in-site PDs for the current year:

Teachers College Professional Development Workshop List 2011-2012 (Off-Site)

Date	Title of Workshop	Person Attending
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9/1/2011	A Starter-Kit of Tools and Knowledge to Enable You to Launch Effective Reading and Writing Workshops That Are Aligned with the Common Core State Standards	
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9/1/2011	Starting Second Grade in Ways That Set You Up to Accomplish Ambitious Goals: A Fast Paced Introduction to State of the Art Reading and Writing Workshops Aligned	
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D. Professional Development and Support for School Staff

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9/1/2011	Starting Second Grade in Ways That Set You Up to Accomplish Ambitious Goals: A Fast Paced Introduction to State of the Art Reading and Writing Workshops Aligned with The Common Core State Standards	
9/1/2011	Planning and Launching Common Core Aligned Reading and Writing Curriculum: A Fast-Paced, Very Practical Overview of Early Units of Study and Methods of Teaching	
9/16/2011	Inviting Kids into a Literacy-Rich School Year: Launching the Reading and Writing Workshop in Self-Contained and ICT Classrooms	Ms. Linares
9/16/2011	Inviting Kids into a Literacy-Rich School Year: Launching the Reading and Writing Workshop in Self-Contained and ICT Classrooms	Ms. Pecci
9/21/2011	Parents as Literacy Partners: A Day of Workshops on Supporting Your Child's At-Home Development in Reading and Writing	Margarita Casimiro
9/23/2011	Teach Interpretation, Critical Reading and Argument Through New Reading and Writing Units, New Performance Assessments, and New Expectations: An Important Conference Day to Help 5th Grade Teachers Rally Around a Year of Heightened Expectation	Ms. Linares
9/23/2011	Expanding Possibilities for the Autumn Kindergarten Reading and Writing Workshops: Teaching in More Proactive Ways and Support More Active, Engaged Readers, Writers and Word Solvers	Ms. Padilla
9/23/2011	Uncovering the Secret Formula Behind Methods of Teaching Common Core Aligned, State of the Art, Reading and Writing Workshops	Ms. Columna
9/26/2011	Modifying Reading and Writing Workshop in Self-Contained and CTT Settings: Using Our Data to Help All Our Kids Meet the Levels of the Common Core	Ms. Pecci
9/27/2011	Practical, Grade-Specific Help Teaching Common Core Aligned Units on Analyzing Characters and Narrative Writing, While Managing Productive Reading-Writing Workshops	Mr. Cevallos
9/27/2011	Practical, Grade-Specific Help Teaching Common Core Aligned Units on Analyzing Characters and Narrative Writing, While Managing Productive Reading-Writing Work	Ms. R. Bautista
9/27/2011	Practical, Grade-Specific Help Teaching Common Core Aligned Units on Analyzing Characters and Narrative Writing, While Managing Productive Reading-Writing Workshop	
10/3/2011	Make Literacy Growth Visible-and Then, By Studying Student Work and Using New Methods for Small Group Work, Dramatically Accelerate That Growth	Ms. R. Bautista

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)		
Paste response to questions 1-3 here			
1. Professional development is coordinated by the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.	Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.		
	Dual Language		
2. Professional development is coordinated by the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.	Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.		
	Freestanding ESL		
3. Professional development is coordinated by the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.	Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to co-construct classroom management strategies to meet the needs of all students.		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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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?

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1. At P.S. 115 we continue recognizing that families and other community members are a vital part of all students' academic and social success, and we consider family involvement an essential ingredient for a successful educational program. Compare to last year, this year we have a bigger percentage of parents actively involved in school functions. We continue to make every effort to encourage our parents to be active participants in the learning process of their children's education. The Parent Coordinator in conjunction with the PTA President, will present a series of workshops throughout the year in an effort to instill adequate communication between parents, teachers and administration. We expect these series of workshop to develop a stronger sense of community in the school. The following workshops will be presented to parents:

How to help your children with reading; Learning Leader (workshop to attract parents as volunteer); questions parents should ask teachers on Parents Teacher Conference; workshop on how to help your children; questions about middle school, and workshop on how to use ARIS. The majority of our parents are Spanish speaking, however, our staff is comprised of bilingual speakers therefore, the Principal, and the PTA President will act as translator for those parents who need translation. In addition, there will be other venues to attract parents such as inform parents about network meetings through flyers, e-mail and phone calls. We expect this series of workshops to develop a stronger sense of community in the school. Also we will continue with a "Telephone Tree" select a parent from each class in charge of calling other parents to inform them about important topics or activities taking place in the school.

2. P.S. 115 collaborates with several community-based organizations, including United Palace Cathedral, New York-Presbyterian Medical Center, Exodus, Northern Manhattan Improvement Corporation, Communication, Arts and Science Workshops. These agencies provide an ongoing parent outreach by providing workshops that tackle family issues such as domestic violence, communicable diseases, asthma, etc. They also provide counseling, as well as make referrals to other local support agencies. These organizations are a vital component of the Academic Intervention Services.

3. During the planning stage of the 2011-2012 school year, the school's Parent Environmental Survey was carefully evaluated by several members of the School Leadership Team. They identified various areas in which parents expressed concerns and the team determined that parents needed to be made more aware of certain policies and procedures in our community. Workshops are classified in accordance to students' needs. For example, parents of ELLs are invited to workshops about resources in the community such as library, immigration services, and community agencies. In addition, other areas are being addressed through workshops, planned and organized by the schools PTA and Parent Coordinator. Another survey will go out to all parents in January that will be evaluated and used to plan additional workshops and events for parents in our school.

4. P.S. 115 recognizes that in order to meet the diverse needs of our students and families in this community, the role of the school has to expand beyond traditional definitions of teaching and education. The M.O.R.E. Program, based in New York-Prebysterian Medical Center provides ongoing psychiatric assessment and refers our students to outside agencies as needed. This program also provides early intervention with our Instructional Support Team in order to reduce the quantity of special education referrals. Apart from this, we will initiate computer workshops during the weekend that will teach our parents how to access the ARIS and will allow them to learn more about computer usage. Based on the fact that a major percent of our parents are undocumented immigrants from Latin American countries, it is of particular interest to us to educate them in the areas that will increase their involvement in school functions.

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?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Academic Intervention Services (AIS) are provided to meet the needs of all students who need assistance to meet the State Standards in ELA, Mathematics, Social Studies and Science. Intensive guidance and support services are provided to assist students who are experiencing affective domain issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary, based on the individual needs of students. All Grade 3-5 ELL students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services in English. The school will be implementing the following Academic Intervention Services for the school year 2011-2012. Words Their Way - Grades K-3; Test Ready, Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas & Pinnell Intervention Program - Grades 3-5; Kaplan Science - Grade 4; AIS Push-in/Pull out Reading & Math Services - Grades 2-5; Children Arts and Science Workshops (CASW) - Grades K-5; Saturday Academic/Enrichment Academy, and a Language Proficiency Intervention Kit by Attanasio and Associates to be used with newcomers during the Extended Day - Grades 3-5; ELL Enrichment Summer Academy.

9. The school plan for continuing transitional support for students reaching proficiency on the NYSESLAT is as follows:

The Bilingual AP and the ELL Coordinator will identify the students in each class and grade and hold a series of informational meetings with the parents informing them of the curriculum and standards for ELLs. Using previous NYSESLAT results, the Administration and the teachers of said students will assess and gauge the transition into monolingual classes. When needed, provide supplemental push-in support services through the assistance of free-standing ESL teacher or AIS provider. Also these group of students will receive testing accommodation for two years for ELA, Math and Science.

10. During the 2011-2012, we will continue implementing Teachers College Reading and Writing Project(TCRWP) for reading and writing. Lessons and teaching points will be developed to meet the needs of the ELLs. Lessons will be modeled by a professional developer from TC and from our Literacy Coach. Intervisitations will continue in place for new teachers and teachers who still need extra support. Units of studies for reading and writing will be given to every teacher. Also, we will continue using Shared Reading to increase fluency, rigor and to develop higher-order thinking skills. We will continue the use of several programs and resources we have applied in the past such as the following to work specifically and primarily with our ELL population. Journeys - Content area support for ELLs; Reader's Theater - for language development through the content area; Language Proficiency Intervention Kit; Test Ready and NYSESLAT and Beyond.

11. This year we will continue using Step Up to Writing as an extra resource for students to increase their writing skills. This year no program will be discontinued.

12. All ELLs are provided the opportunity to participate in all programs available at PS 115. ELLs are invited utilizing different venues. Letters are sent home to parents inviting ELLs to participate in any programs or activities the school will be involved in. Also, the Parent Coordinator will schedule parents' meeting to inform parents of the programs or activities their children will be invited to participate. Every month, our school conducts "Coffee with the Principal" a monthly meeting where the Principal meets with the parents to inform or update them on any activities or programs their children may participate. The after school literacy programs are offered to students as follows: Learn It is offered to students in all grades K-5 from Tuesday through Thursday from 2:20- 5:30. Children Arts and Science Workshops (CASW) is offered to students in grades K-5 Monday through Friday 2:20-5:30. Also, this year we will be offering another SES program. Achievers Enrichment Program will be offered Monday and Tuesday from 2:25 - 5:00. Teachers work with students in small group settings, using an interactive model, and share literacy specific skill purposes. All participating students in grade K-5, including English Language Learners and Special Education students, are grouped based on assessed needs for additional instruction to improve literacy and mathematics. A Saturday Academic Enrichment Academy will enable students to enhance, enrich, and extend literacy skills acquired during the daily and after school programs as well as to acquire English in a fun way. During the Saturday Academic Enrichment Academy, students will develop more language skills. As students acquire more literacy strategies, the text materials will

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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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1. English and Spanish are the targeted languages in all our Dual Language classrooms. The language of instruction is split 50-50. For example, teachers instruct all content areas in English on one day and then in Spanish the next. Final products and assessments are assigned

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.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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1. Professional development is coordinated by the Principal, the Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to combine ideas on effective planning for teachers, on different ways to assess learning, and classroom management: Strategies to meet the needs of all students. The administration meets once a week to reflect and refine school-based practices and up-date the professional development plans. Moreover, the team strives to provide a three-tier approach to staff development which includes school-wide, grade-mastery of their knowledge based in the areas of literacy, mathematics, social studies and science while concurrently expanding their schema of effective practices in the delivery of instruction. The team continues to develop Action Plans in accordance with the needs revealed by the data to determine how to further support staff and students for the upcoming year. Professional development will continue to take place during Monthly Faculty Conferences and Monthly Team Planning Sessions with the Principal as well as in the classrooms. The school psychologist, paraprofessionals, occupational and speech therapists, and parent coordinator are part of the Monthly Faculty Meeting and the PLC. All staff members participate in any workshops or activities pertaining to ELLs. Every week one of the Extended Day time is used for Professional Learning Community (PLC). In addition, the following are also in place: Grade Team Planning, Learning Walks, the Language Allocation Policy Committee, and formal and informal observations. The following is a calendar of off-site and in-site PDs for the current year:

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

Paste response to questions 1-4 here

1. At P.S. 115 we continue recognizing that families and other community members are a vital part of all students' academic and social success, and we consider family involvement an essential ingredient for a successful educational program. Compare to last year, this year we have a bigger percentage of parents actively involved in school functions. We continue to make every effort to encourage our parents to be active participants in the learning process of their children's education. The Parent Coordinator in conjunction with the PTA President, will present a series of workshops throughout the year in an effort to instill adequate communication between parents, teachers and administration. We expect these series of workshop to develop a stronger sense of community in the school. The following workshops will be presented to parents:

How to help your children with reading; Learning Leader (workshop to attract parents as volunteer); questions parents should ask teachers on Parents Teacher Conference; workshop on how to help your children; questions about middle school, and workshop on how to use ARIS. The majority of our parents are Spanish speaking, however, our staff is comprised of bilingual speakers therefore, the Principal, and the PTA President will act as translator for those parents who need translation. In addition, there will be other venues to attract parents such as inform parents about network meetings through flyers, e-mail and phone calls. We expect this series of workshops to develop a stronger sense of community in the school. Also we will continue with a "Telephone Tree" select a parent from each class in charge of calling other parents to inform them about important topics or activities taking place in the school.

2. P.S. 115 collaborates with several community-based organizations, including United Palace Cathedral, New York-Presbyterian Medical Center, Exodus, Northern Manhattan Improvement Corporation, Communication, Arts and Science Workshops. These agencies provide an ongoing parent outreach by providing workshops that tackle family issues such as domestic violence, communicable diseases, asthma, etc. They also provide counseling, as well as make referrals to other local support agencies. These organizations are a vital component of the Academic Intervention Services.

3. During the planning stage of the 2011-2012 school year, the school's Parent Environmental Survey was carefully evaluated by several members of the School Leadership Team. They identified various areas in which parents expressed concerns and the team determined that parents needed to be made more aware of certain policies and procedures in our community. Workshops are classified in accordance to students' needs. For example, parents of ELLs are invited to workshops about resources in the community such as library, immigration services, and community agencies. In addition, other areas are being addressed through workshops, planned and organized by the schools PTA and Parent Coordinator. Another survey will go out to all parents in January that will be evaluated and used to plan additional workshops and events for parents in our school.

4. P.S. 115 recognizes that in order to meet the diverse needs of our students and families in this community, the role of the school has to expand beyond traditional definitions of teaching and education. The M.O.R.E. Program, based in New York-Prebysterian Medical Center provides ongoing psychiatric assessment and refers our students to outside agencies as needed. This program also provides early intervention with our Instructional Support Team in order to reduce the quantity of special education referrals. Apart from this, we will initiate computer workshops during the weekend that will teach our parents how to access the ARIS and will allow them to learn more about computer usage. Based on the fact that a major percent of our parents are undocumented immigrants from Latin American countries, it is of particular interest to us to educate them in the areas that will increase their involvement in school functions.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	23	8	15	5	10								79
Intermediate(I)	0	13	14	15	9	14								65
Advanced (A)	7	1	12	8	25	23								76
Total	25	37	34	38	39	47	0	0	0	0	0	0	0	220

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		10	2	6	3	5							
	I		14	3	6	3	7							
	A		10	17	12	20	18							
	P		3	12	14	18	9							
READING/ WRITING	B		22	8	15	5	9							
	I		14	12	12	9	12							
	A		1	11	10	29	17							
	P		0	3	3	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	19	3	0	40
4	16	23	1	0	40
5	21	15	1	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	6	16	3	8	1	1	0	39
4	9	7	21	5	4	4	0	0	50
5	4	7	17	10	5	1	0	0	44
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	2	4	6	14	7	1	1	39
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	19	32	17		0	5	9	
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

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: Alexander Humboldt

School DBN: 6M115

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Rodriguez	Principal		
Marytery Caceres	Assistant Principal		
Margarita Casimiro	Parent Coordinator		
Rosa Urena	ESL Teacher		
Jessica Estrella	Parent		
isabel Reyes	Teacher/Subject Area		
Rosanna Bautista	Teacher/Subject Area		
Genoveva Ashburn	Coach		
	Coach		
Amparo Gonzalez	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M115 School Name: Alexander Humboldt

Cluster: 05 Network: 532

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.

In order to determine the school's written translation and interpretation needs, our school looks closely at the Home Language Survey, and Student Demographic Report to determine the languages students speak at home. According to the Home Language Surveys and the Ethnic Census Report 96.55% of the students at school are native Spanish speakers. 1.04% are African American, 1.64 of the students are White non-Hispanic, and 0.14% of students are American Indian/Alaskan. These families home language is English and therefore do not require translation services.

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.

As the data above shows, most of our parents are predominantly Spanish speaking therefore, the need for translated school materials is essential in establishing a successful communication between parents and school. PS 115 provides all communications via parent letters which are sent home in English and Spanish, and there is always someone readily available to translate for parents in the office, classrooms and on the phone. The school works in conjunction with the Parent's Association and the Parent Coordinator to organize workshops and meetings addressing academic and informational needs of the school in both English and Spanish. All written translations and oral interpretations are made by Rosa Urena and Margarita Casimiro.

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.

Our school is committed to providing our parents with all the necessary information they need. All communication with parents are issued in both English and Spanish. All translations can be requested through the main office from our parent coordinator, Margarita Casimiro. Our school utilizes in-house Spanish speaking bilingual, biliterate personnel to provide written translations for parents. Since our population is mainly of English and Spanish speaking families, we do not need additional translation services.

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

The oral interpretation services are provided by our in-house Spanish speaking bilingual personnel. Since the majority of our staff is equipped to do self-translation, we do not need to employ an outside contractor or vendor for these services. Our point person for oral translation is Maria Rodriguez. Our school staff is fluent in Spanish and serves as an excellent resource at our parent workshops and meetings. Utilizing the human resources we have, we are able to meet the translation needs of the community.

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 Chancellor Regulations will be fulfilled using a variety of sources to increase parent participation and involvement. All school communications sent home will be translated into Spanish using our school personnel. The school will notify parents in a letter detailing the availability of personnel in the office and in the school in general to translate over the phone, in person or as necessary in regards to their child's education. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff are bilingual and able to assist parents with questions and concerns. Signs informing parents are available in Spanish and English to meet the needs of all parents. The postings will be placed on the bulletin board inside the Main Office and in the Parent Coordinator's Office. The point person for Oral Translations, Maria Rodriguez, is available from 9:00AM to 5:30 PM daily. She is centrally located in the Main Office. Should any special circumstances arise outside of her regular work hours, she will be

compensated through a special fund for overtime specifically earmarked for Translation services. The point persons for written translations are Rosa Urena and Margarita Casimiro.

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

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: PS 115	DBN: 06M115
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III Saturday Program will serve students in grades 2-5 with 3-8 years in the system. The program students will be grouped based on their NYSESLAT PROFICIENCY level and years in the System

Instruction for ELL students in grades 2-5, having scored an intermediate proficiency level, in the NYSESLAT will focus on the use of a shared reading approach to develop your students' print awareness, oral language skills, and reading comprehension, as well as their knowledge of text types, sight-word vocabulary, and word-attack skills by using ESL strategies to scaffold instruction.

Instruction for ELL students in grades 3-5, having scored an advanced proficiency level, a will focus on engaging students with high-impact nonfiction and fiction text. A bilingual or ESL certified teacher will provides explicit instruction in fluency, reading comprehension, vocabulary, and writing and support in navigating informational text. Teachers use the books a as a spring board for discussing cultures, debating issues, and shaping opinions and cultivates appreciation and respect for diversity while fostering text-to-self, text-to-text, and text-to-world connections.

Schedule and Duration: Saturdays from January 14 to April 2011 for 12 weeks for three hours each week.

Language of instruction: Spanish and English

and types of certified teachers: 8 Bilingual or ESL certified teachers

Materials: Grades 2 and 3 Big books with stories with satisfying outcomes that children want to read again and again, with strong picture support with engaging illustrations and lend themselves for explicit support for demonstrating any aspect of writing in context.

Grades 3-5 will use books in Spanish and English with similar readability levels and design features across each books, plus visual features and text organizers, help students gain meaning from the texts.

Notebooks, folders, pencils, markers and chart tablets

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Rationale: A second language is acquired in the same way that a first language is acquired – by the learner's development of language relationships for the purpose of natural communication within a defined context. Receptive and productive language skills grow out of activities planned to support the total development of the learners. English language learners should be asked critical thinking questions from all levels of Bloom's Taxonomy. Some of the tasks on the taxonomy are difficult for ELLs because they lack the language and vocabulary to work in English. However, teachers need to ask questions from all levels of the taxonomy that are age appropriate and at the English language level of the English language learners. Even very young children can work at the Synthesis and Evaluation levels. ELL students need explicit and effective English language instruction in reading, writing, listening and speaking. ELL students need to be provided meaningful access to core content and curriculum. Students who come to school from non majority language, cultural, and racial backgrounds require instruction that is relevant to their culture and learning needs.

Teachers to receive training: Teachers teaching the Ells Saturday Program

Topics to be covered. Provide professional development for teachers on differentiated instruction, including strategies for ELLs that addresses students with the range of learning needs. PD will also focus on developing further the teachers' skills on asking questions from all levels of the taxonomy that are age appropriate and at the English language acquisition level of the English language learners.

Strategies for ELLs may include

Model think-alouds.

Demonstrate fix-up strategies.

Using Visuals and Graphic Organizers

Using visual aides and/or cues that may help clarify meaning and solidify learning

Using Hands on activities to allow student to connect with the content and make the learning more concrete

Using data to monitor progress and inform instruction.

Schedule and Duration: 2 hours after school before the start of the instructional program.

and once a month for 2 hour on a Saturday after the instructional program.

Part C: Professional Development

Provider: Bilingual Coordinator

Additionally, an after school per-session program will be incorporated to provide much needed support and guidance to Bilingual and/or Dual Language teachers who have only been teaching for 3 years or less. In a 2 hour session once every 2 weeks to the teachers will meet with the principal, who will present topics such as The stages of language acquisition, Language acquisition strategies for second language learners, topics such as ELL students topics will move into more integral information such as standards, rubrics, looking at student work and pThe group professional development sessions will run from January through April, the mentors will be working with mentees from September through June providing support, assistance, and guidance. At the onset of the school year said aid will be most intense. However, as the year progresses support will be decreasing as the program comes to a close in May. Tools that will be used to surveys, questionnaires and or evaluation forms completed through out the program by mentees will also be used to determine the functionality and success of the program.

Although a portion of the Title III monies will be used to fund bilingual, ESL, and dual language novice and experienced teachers who may be participating in the program, Title I monies will also be used to fund the participation of other Common Branch professionals that would benefit from this program.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 115 is committed to continuing to develop the solid foundation of parental involvement that has been established in recent years. We believe that family, teachers and school leaders should be involved in order to make education a collaborative effort between home and school. A cooperative effort among all staff must be developed to maximize assistance given to Ell students. Schedule: 8 workshops for parents on Saturday once a month for 2 hours. These will be a series of workshops in the areas of math and literacy to provide parents the necessary support to help their children succeed on the State Standardized tests. In the area of math, parents will be exposed to different strategies and games to use to make math fun and less threatening for children as well as themselves as the support for their children. Workshops in the area of literacy will include topics such as "Ways to help children increase comprehension through questioning," "Reading to and with your children," and "Using daily activities to teach reading strategies and increase vocabulary."

1 planned Saturday trip with students and parent to the museum and the theater

Parent will be notified of these activities via notices in both Spanish and English and phone calls to the home.

Part E: Budget

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

Allocation Amount: \$

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