



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 165

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M165

PRINCIPAL: BRETT GALLINI EMAIL: BGALLINI@SCHOOLS.NYC.GOV

SUPERINTENDENT: SARA CARVAJAL

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
Brett Gallini	*Principal or Designee	
Luisa Maysonet	*UFT Chapter Leader or Designee	
Alicia Simpson	*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>)	
	CBO Representative, if applicable	
Annelly Ianniello	Member/Teacher	
Catherine Dignan	Member/ Teacher	
Brian Pew	Member/ Teacher	
Mahinoor Khatun	Member/ Parent	
Bienvenida Flores	Member/ Parent	
Sharon Washington	Member/ Parent	
Gregory Morris	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, ELA performance will increase by 8% on the NYS ELA Exam.

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 per our Progress Report data in the area of student performance and the NYS School Report Card, we must provide standards driven differentiated language arts instruction in Grades K – 8, that will support that will support the needs of all our students, with emphasis on our student with disabilities and English Language Learners and enable them to meet and exceed the NYS English Language Arts standards.

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.
1. **The number of periods that we teach ELA from two to three periods per day in the elementary school will continue. The Third period will continue to be called the Second Literacy and will include the three components of Read Aloud with Accountable Talk, Word Work and Shared Reading.**
 2. **The middle school will adjust their schedule to make advisory periods literacy based and will include, Read Aloud with Accountable Talk, Word Work and Shared Reading.**
 3. **Provide and purchase teachers professional development on the vocabulary development program, Wordly Wise for grades K-8. This program has over 15 years of research and proven success in developing vocabulary in students.**
 4. **Teachers will participate in professional development sessions that will enable them to learn about and plan for new ways to differentiate their instruction to meet the needs of all students. Balanced literacy lab-sites run by Teachers' College Reading and Writing Project staff developers will model these instructional strategies and give teachers and opportunity to practice them with their colleagues.**
 5. **Teachers' College staff developers are contracted to model and provide instructional hands-on support with the staff in study groups, lab sites and conferences for grades K – 8.**

6. Teachers will conduct inter-visitations both within the school and with other schools to share best practices.'

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.
 - **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, ARIS**
 - **On-going Parent workshops**
 - **Parent Coordinator on site to assist parent on a daily basis**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **Partnership with Teacher's College (Columbia University), CUNY, Bank Street, and Adelphi University.**
- **Student Teaching Program from partnerships with colleges/universities**

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.
- **Monthly student nutrition committee meets with Administration, School Dietician, and Parents.**
- **Guidance Counselor meets with and provides academic and social services for parents, students, and families with housing needs.**

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.
 1. **Title I**
 2. **Title III**
 3. **C4E**
 4. **Fair Student Funding**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, mathematics performance will increase by 8% on the NYS Math Exam.

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 per our NYS accountability report and our school Progress Report it is apparent that we must provide standards-driven differentiated mathematics instruction in grades K through 8 that will support the needs of all students and enable them to meet and exceed the NYS mathematics learning standards.

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.
- **All teachers must differentiate their instruction to meet the needs of each child, so that all students are challenged and moving academically. This is true for all students, especially the bottom 1/3 and students who scored levels 3 & 4 on the 2011 NYS exams. This differentiation will take place during student activity time of the math workshop model and during guided math instruction.**
- **Teachers will be provided with professional development sessions about analyzing data, such as ECAM results and observation notes to group students. They will also learn methods for differentiating the student activity and ideas and methods for guided math instruction.**
- **There will also be math lab-sites where teachers will practice the differentiation techniques that they have learned.**
- **Teachers will also receive professional development on teaching problem solving and the math process strands through the use of Exemplars that will be received through our Network.**
- **Establishment of short- and long-term goals for grade levels and individual students.**
- **After-school math enrichment/intervention (Spring 3hrs/week).**
- **School administration will conduct on-going walkthrough and classroom observation.**

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.
 - **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, ARIS**
 - **On-going Parent workshops**
 - **Parent Coordinator on site to assist parent on a daily basis**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **Partnership with Teacher’s College (Columbia University), CUNY, Bank Street, and Adelphi University.**
- **Student Teaching Program from partnerships with colleges/universities**

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.
- **Monthly student nutrition committee meets with Administration, School Dietician, and Parents.**
- **Guidance Counselor meets with and provides academic and social services for parents, students, and families with housing needs.**

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.
 1. **Title I**
 2. **Title III**
 3. **C4E**
 4. **Fair Student Funding**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, all students in grades K-5 will be exposed to at least six new inquiry based units in the area of Social Studies and Science that are aligned to the citywide scope and sequence and common core standards.

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 per our school assessment report it is apparent that we must provide standards-driven differentiated Social Studies and Science instruction in grades K through 8 that will support the needs of all students and enable them to meet and exceed the NYS Social Studies and Science standards.

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.
- **All classroom teachers and science and social studies cluster teachers will be provided units of study in the area of Social Studies and Science that follow the Understanding by Design (UBD) format and are inquiry based and include hands-on learning activities and culminating projects.**
- **All classroom teachers and science and social studies cluster teachers will be provided professional development by the principal in the area of inquiry based and hands-on learning in social studies and science as well as professional development in Understand by Design (UBD)**
- **All classroom teachers and science and social studies cluster teachers will be given additional planning time to unpack the units of study and further develop culminating tasks so that the better meet the individual needs of our learners.**

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.
 - **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, ARIS**
 - **On-going Parent workshops**
 - **Parent Coordinator on site to assist parent on a daily basis**

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.
- **Partnership with Teacher's College (Columbia University), CUNY, Bank Street, and Adelphi University.**
- **Student Teaching Program from partnerships with colleges/universities**

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.
- **Monthly student nutrition committee meets with Administration, School Dietician, and Parents.**
- **Guidance Counselor meets with and provides academic and social services for parents, students, and families with housing needs.**

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.
 1. **Title I**
 2. **Title III**
 3. **C4E**
 4. **Fair Student Funding**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June, 2012, engagement between teachers, parents, and administration will have increased by 4 %, as evidenced by the Learning Environment Survey score for engagement.

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 per our school Learning Environment Survey it is apparent that we must increase engagement opportunities that support parents and teachers to feel engaged in an active and vibrant partnership to promote student learning.

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.
- 1) **Once a week, there will be grade-level meetings concentrated on collaborative assessment of student work, modification of curriculum to meet student needs, and to generate ideas for school initiatives/activities.**
 - 2) **Every month, the parent coordinator will send a calendar to parents citing all school/parent activities for the month.**
 - 3) **Every month, parent workshops will be provided by school staff and outside agencies focusing on increasing parental involvement in students' educational activities and in everyday school initiatives.**
 - 4) **Students and school staff will create and perform presentations for parents during Parent Association meetings.**
 - 5) **Every Friday, different grades will have a morning drop off, Thereby allowing parents to visit classrooms and experience for themselves that which their children experience every day at least once a month.**
 - 6) **Grade leaders will meet once a week with administration to discuss concerns and to disseminate information.**
 - 7) **UFT chapter leader will meet with principal at least once per week.**

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.
 - **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, ARIS**
 - **On-going Parent workshops**
 - **Parent Coordinator on site to assist parent on a daily basis**

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.
- **Partnership with Teacher's College (Columbia University), CUNY, Bank Street, and Adelphi University.**
- **Student Teaching Program from partnerships with colleges/universities**

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.
- Monthly student nutrition committee meets with Administration, School Dietician, and Parents.
- Guidance Counselor meets with and provides academic and social services for parents, students, and families with housing needs.

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.
 5. **Title I**
 6. **Title III**
 7. **C4E**
 8. **Fair Student Funding**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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	40	42	N/A	N/A				
2	40	40	N/A	N/A				
3	75	70	N/A	N/A				
4	73	68	65	65				
5	65	60	40	40				
6	50	48	40	42				
7	30	25	35	30				
8	27	27	35	25				
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
ELA	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/conferring-Tues and Thurs-After school for 1hour-Sep.- Jan.
Mathematics	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-January-March
Science	Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-February-June
Social Studies	Small group instruction/one-to-one- Mon-Thurs- 30 minutes per day, during the school day.
At-risk Services provided by the Guidance Counselor	School counselor will provide guidance and crisis intervention services during the school day in one-on-one or small group sessions one period a week or more frequently as needed.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, ELLs and Economically Disadvantaged during the school day, one period a week or more frequently if necessary.

At-risk Health-related Services	
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**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: 03M165 **School Name:** Robert E. Simon

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.

As per our Progress Report data in the area of student performance and the NYS School Report Card, we must provide standards driven differentiated language arts instruction in Grades K – 8, that will support that will support the needs of all our students, with emphasis on our student with disabilities and English Language Learners and enable them to meet and exceed the NYS English Language Arts standards.

Based on review of all available data sets, including formal and informal class/school data, in conjunction with classroom visits, it is evident that PS/MS 165 needs to strengthen the feedback loop for our Limited English Proficient students. We are not providing our students with enough minutes of tailored small group instruction in the area of ELA; specifically guided reading. Additionally, we are not providing our students with strong enough feedback with clear next steps for academic improvement. By strengthening the mode in which we provide feedback to our students and by providing them with very specific and tailored feedback on academic next steps, our students will have clear expectations for next steps with regard to academic improvement. Additionally, as part of improving the feedback loop, our families will be made aware of academic next steps for their children and, in turn, be able to support student learning at home.

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.

PS/MS 165 will provide small group academic intervention within the school day to all students within the identified subgroup. Additionally, we will start an after school program to target this subgroup. Intervention will be for students in grades Kindergarten – 8th grade.

1. The number of periods that we teach ELA from two to three periods per day in the elementary school will continue. The Third period will continue to be called the Second Literacy and will include the three components of Read Aloud with Accountable Talk, Word Work and Shared Reading.
2. The middle school will adjust their schedule to make advisory periods literacy based and will include, Read Aloud with Accountable Talk, Word Work and Shared Reading.
3. Provide and purchase teachers professional development on the vocabulary development program, Wordly Wise for grades K-8. This program has over 15 years of research and proven success in developing vocabulary in students.
4. Teachers will participate in professional development sessions that will enable them to learn about and plan for new ways to differentiate their instruction to meet the needs of all students. Balanced literacy lab-sites run by Teachers' College Reading and Writing Project staff developers will model these instructional strategies and give teachers and opportunity to practice them with their colleagues. The main focus of professional development session will be fluency, comprehension and guided reading.

5. Teachers' College staff developers are contracted to model and provide instructional hands-on support with the staff in study groups, lab sites and conferences for grades K–8.

Part B: For Title I SINI Schools Only

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

The 10% set aside will be used to purchase professional development services from Columbia University Teacher's College Reading and Writing Project. These staff developers will provide tailored professional development for teachers on ways to improve instructional practices for our identified subgroup. The focus of the session will be reading comprehension for ELLs.

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

All new teachers at PS/MS 165 are paired with a mentor. Mentor and mentee meet for two periods per week to discuss promising instructional practices. Additionally, mentors are freed up from their teaching programs to provide instructional coaching for new 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.

All parents will be informed of the school improvement category via flyers that are backpacked and sent home with students. The flyer will be translated into Spanish.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/Lucius Young	District 3	Borough Manhattan	School Number 165
School Name Robert E. Simon			

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

Principal Mr. Brett Gallini	Assistant Principal Mr. Victor Villegas
Coach	Coach
ESL Teacher Ms. Chan/Ms. Carrasquillo	Guidance Counselor Mr. Calder
Teacher/Subject Area Ms. Menendez/K	Parent Ms. Alicia Simpson
Teacher/Subject Area Ms. Flores/ELA	Parent Coordinator Mr. Jose Duran
Related Service Provider Ms. Fishman/SETSS	Other
Network Leader Lucius Young	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	27	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	7	Number of teachers of ELLs without ESL/bilingual certification	0
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	827	Total Number of ELLs	171	ELLs as share of total student population (%)	20.68%
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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. 

Part II: ELL Identification Process

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 INFORMATION 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).

1. When students are registered for school, one of the forms that parents complete is the Home Language Identification Survey (HLIS). The HLIS is a form that asks parents/guardians about the language(s) that their child speaks, reads, and understands. The answers determine a child's home language use to establish eligibility for the English Language Assessment Battery-Revised (LAB-R) and to plan instruction. Ms. Machado is the pedagogue who provides the informal oral interview and administers the HLIS to parents. She is also our IEP Teacher and Test Coordinator. Ms. Machado is very familiar with the programs offered at our school and can speak with the families in English and in Spanish. For some of these incoming children, there is a language other than English or in addition to English that is understood. For these possible English Language Learners (ELLs), the ESL Teachers administer the Language Assessment Battery - Revised (LAB-R) within 10 days of the child's enrollment. If the child passes the LAB-R, s/he is not considered an ELL. If s/he does not pass the LAB-R and Spanish is the other language at home, then the Spanish LAB is administered.

In September, Ms. Chan and Ms. Carrasquillo (the 2 full-time ESL teachers, certified by New York City and New York State) hold the first of numerous Parent Orientations for all of the families of possible ELLs. During the meetings, parents learn about the Transitional Bilingual Education (TBE) program, the Dual Language Program, and the monolingual program with ESL services. They watch the NYC Department of Education (NYCDOE) Parent Orientation video in Spanish and English (or in any other language that is available, as needed). A Question-and-Answer session then takes place, followed by the introduction and completion of the "Parent Survey and Program Selection Form."

For those students who are mandated for ESL services based on LAB-R results, an annual assessment is administered during the spring. The New York State English as a Second Language Achievement Test (NYSESLAT) measures the proficiency levels of ELLs. If the child passes the NYSESLAT, s/he is considered proficient in English but will still be supported by teachers with ESL modifications. If the child does not pass, s/he will be an ELL for the following school year and will continue to receive ESL instruction.

To determine the list of students who need to take the NYSESLAT, we print the following ATS reports: NYSESLAT Eligibility Roster (RLER) and NCLB Disaggregation Groups (RDGS). We cross-reference the names of ELLs listed on the RLER and the RDGS with the names of ELLs on our own "Roster of ELLs" to ensure that all ELLs take the NYSESLAT. We would have already printed the Exam History Report (REXH) earlier in the school year to know which students continue to be English Language Learners.

The NYSESLAT is comprised of 4 subtests: Speaking, Listening, Reading, and Writing. The tests are banded K-1, 2-4, 5-6, and 7-8. The Speaking subtest must be done individually, so the two ESL Teachers administer the test to each of the ELLs one-on-one in a quiet room. For the other three subtests, we adhere to the window of testing days and administer the subtests with assistance from classroom teachers and Related Service Providers. ELLs who are absent must take any subtests missed, to ensure that 100% of the tests are administered to the students.

Our Test Coordinator, Ms. Machado, will schedule the dates and assignments of the administration of the NYSESLAT. She will ensure that all of our ELLs take the 4 parts of the 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.

2. Parents of possible ELLs need to understand all 3 program choices before they decide for their children. An overwhelming majority of our incoming students are registered for school before the first day of school. For this reason, Parent Orientations are scheduled and provided for families. These numerous Parent Orientations are hosted by the ESL teachers and the Parent Coordinator. An overwhelming majority of our parents are Spanish-speaking. We play the NYCDOE video in which Joel Klein narrates and describes the 3 program choices offered by NYC. We are able to converse with parents in their native languages to clarify for them what a typical day in each of the programs might be like for the children, and what the long term goals are for each program. We are committed in our parents' being fully informed before they decide on the most appropriate program for their children.

For the families who do not attend the Parent Orientations, letters are sent home with surveys that need to be completed, signed, and returned. The "Guide for Parents of English Language Learners" from the NYCDOE is also enclosed and sent home. It comes in English and in 12 other languages. It provides a brief overview of the video. In addition, we created our own PS 165 explanatory sheet, which summarizes the video and includes information about the 3 program choices. We send this sheet home because it helps the parents fill out the survey. All of the above is done beginning in September and continues throughout the school year, as new students arrive at our school.

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.)

3. At our Parent Orientations, parents complete the "Parent Survey and Program Selection Form" and return them to us. For those parents who do not attend, we send the Program Selection Forms home with additional brochures that clarify the 3 program choices. We encourage parents to call us if they have questions. We also call home to remind them to return the forms and discuss the 3 program choices. We also meet parents at dismissal to ensure that forms are completed and returned.

As for the Entitlement Letters, the ESL teachers compile an annual "Roster of ELLs and Handcores" for their own records. This helps the ESL teachers to ensure that letters that need to be sent home. The letters are downloaded (in English and in the students' home language) on school letterhead, completed, and sent home to all families who need to receive them. We check all that apply to the letter that we send home. The photocopies of letters are kept in the ESL File Cabinet in the ESL Room.

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

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

4. DESCRIBE THE CRITERIA USED AND THE PROCEDURES FOLLOWED TO PLACE IDENTIFIED ELLS IN BILINGUAL OR ESL INSTRUCTIONAL PROGRAMS; DESCRIPTION MUST ALSO INCLUDE ANY CONSULTATION / COMMUNICATION ACTIVITIES WITH PARENTS IN THEIR NATIVE LANGUAGE.

4. The criteria used to place identified ELLs are the HLIS, the LAB-R, the Parent Orientations, the Parent Survey and Program Selection Form, and conversations with parents. Parent Orientations (as explained in #1B) are hosted by the ESL Teachers and the Parent Coordinator. These meetings provide information about the TBE, Dual Language, and ESL programs. We inform parents that at our school we have dual language classes, monolingual classes, and self-contained bilingual special education classes. If the families prefer a TBE model for their children, we would work with them to find an appropriate school. They are also informed that if there are 15 families with ELLs who have the same home language within two contiguous grades or in the same grade (and select TBE as their first choice), a TBE class must be opened at our school.

We collect the Parent Survey and Program Selection Forms to ensure that identified ELLs are placed in the appropriate programs. Letters are also sent home to notify parents of placement and entitlement. Placement Letters are distributed to parents whose children are in the Dual Language Program or the English as a Second Language Program. Continued Entitlement Letters are sent home to those students who continue to receive ESL services. (For students who passed the LAB-R, Non-Entitlement Letters are sent home. For

ELLs who passed the NYSESLAT and are therefore no longer eligible for ESL service, their families receive the Non-Entitlement/Transition Letters.) For the overwhelming majority of our students, their families receive the letters in English and Spanish. We also download the letters from the NYCDOE website in other languages such as Korean, Chinese, Haitian, and Arabic. Before sending the letters home, we make photocopies and keep them in the ESL File Cabinet, which is located in the ESL Room.

For parents who need assistance with language translation, the Parent Coordinator calls the City Translation Service Department. A translator over the phone helps us communicate with the parents so that we can serve the parents better.

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.)

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices that parents have opted for has overwhelmingly been in favor for the Dual Language program. The figures are:

2011-2012: Dual Language 64% / ESL 36% / TBE 0%

2010-2011: Dual Language 58% / ESL 28% / TBE 14%

2009-2010: Dual Language 64% / ESL 36% / TBE 0%

2008-2009: Dual Language 60% / ESL 40% / TBE 0%

2007-2008: Dual Language 81% / ESL 19% / TBE 0%

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.

6. Yes, the program models offered at PS 165 are aligned with parent requests. We have Dual Language classes from grades K-8 and monolingual classes from grades PreK - 8. We have two full-time certified ESL teachers. The trend is that most Spanish-speaking parents of ELLs place their children into the Dual Language program and parents of children with other languages opt for the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K * 1 * 2 * 3 * 4 * 5 * 6 * 7 * 8 * 9 ● 10 ● 11 ● 12 ●
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes *	No ●	If yes, indicate language(s): English and 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														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)	2	2	2	3	4	4	1	1	1					20
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2	2	2	2					18
Total	4	4	4	5	6	6	3	3	3	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	88	0	6	27	0	2	5	0	0	120
ESL	20	0	1	15	0	4	3	0	0	38
Total	108	0	7	42	0	6	8	0	0	158

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	5	33	16	22	17	18	21	21	23	32	19	37	12	27	9	14	7	22	129	226
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	33	16	22	17	18	21	21	23	32	19	37	12	27	9	14	7	22	129	226

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 276

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 5

Asian: 0

Hispanic/Latino: 80

Native American: 0

White (Non-Hispanic/Latino): 9

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	5	2	8	3	4	3	2					32
Chinese		1			2		1							4

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean				1										1
Punjabi														0
Polish														0
Albanian														0
Other						2	1	1						4
TOTAL	4	2	5	3	10	5	6	5	3	0	0	0	0	43

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?

Part IV: ELL Demographics

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]?

A. Programming and Scheduling Information

1 a. The organizational models of ESL instruction are mostly Push-In, with some Pull-Out periods. In a Push-In model, the ESL Teachers stay in the classroom with the classroom teachers. They work with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The majority of our ESL Program is provided via a Push-In model. ESL Teachers and classroom teachers plan together in order that the lessons run smoothly and student learning is maximized. No time is lost for traveling between classes. A minority of the ESL instruction is provided via Pull-out periods. These are usually for ELLs who are Newcomers, who are mandated for 360 minutes of ESL instruction per week. For 5 of the 8 periods, they receive Push-In ESL. For the other 3 periods, the Newcomers benefit from a Pull-Out program in which they receive targeted phonics instruction and oral language practice.

1b. 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 LEVELS ARE THE SAME IN ONE CLASS)]?

1b. The program models are same-grade, multi-grade, heterogenous, and homogeneous. Ms. Chan teaches ESL grades K-4 and Ms. Carrasquillo teaches ESL grades 5-8. In some classes, the ELLs are in the same grades. There are also classes in which the students are from different grades, grouped according to students' needs. Most ELLs are taught in a Push-In model, and some are taught via both the push-in and pull-out model because they are mandated for 360 minutes of ESL service per week. They receive services in their classrooms Monday-Friday for a total of 5 periods, and then pulled out for the other 3 periods throughout the week.

As for the Dual Language classes, the K classes are self-contained. One teacher is with the same group of children all year and teaches in both English and Spanish, alternating the language each day. Grades 1-5 are roller coaster side-by-side and grades 6-8 are side-by-side. In a roller coaster side-by-side model, there are two Dual Language teachers for that grade. In Grade 1, for example, the Dual Language classes are Classes 103 and 104. The children of 103 start the day with 103 Ms. Hackett. Shortly after lunch, Class 103 switches and spends the rest for the school day with 104 Ms. Madrigal. The following morning, the children of 103 begin their day with 104 Ms. Madrigal and will then be with 104 Ms. Hackett after lunch.

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)?

2. Ms. Chan and Ms. Carrasquillo are the 2 full-time certified ESL teachers who work with our ELLs in the monolingual classes. They maintain records of our ELLs school-wide and fully serve all the ELLs according to their levels of ESL. ELLs are entitled to either 180 or 360 minutes of ESL per week.

The Dual Language classroom teachers of PS 165 also provide the mandated number of instructional minutes to our ELLs. They are K-013 Ms. Menendez; K-014 Ms. Pizarro; 1-103 Ms. Hackett; 2-203 Mr. Aguilar-Moreno; 3-303 Ms. Grimaldi; 4-403 Ms. Bard; 5-503 Ms. Stevenson; 6-603 / 7-703 / 8-803 ELA Ms. Rivera.

a. HOW ARE EXPLICIT ESL, ELA, AND NLA INSTRUCTIONAL MINUTES DELIVERED IN EACH PROGRAM MODEL AS PER CR PART 154?

a. Explicit instructional minutes are delivered in each program model. ESL instructional minutes are delivered in either a push-in or pull-out setting. The ESL teachers meet often with classroom teachers to discuss lessons, strategies, and ideas to best serve the ELLs. Beginning and Intermediate ELLs are served 360 minutes a week. Advanced ELLs are served 180 minutes per week. Dual language classroom teachers also meet frequently to plan NLA and ELA instruction for the ELLs. Following their ELL population and the students' needs, teachers create subgroups according to the mandated minutes. They also take into consideration the NYSESLAT subscores, and group students according to how children scored on the Speaking/Listening/Writing/Reading parts of the test. Themes, objectives, and lessons for each subgroup are planned in order to differentiate instruction.

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.

3. Content area instruction is delivered in each program model by using units of study. We use Understanding by Design as the planning model. We start with the essential questions of each lesson and then plan via backward mapping. For each unit, students complete performance-based tasks to show mastery of study through written exams and project-based learning. The language of instruction is either English or Spanish, depending on the teacher and the class being taught.

A. Programming and Scheduling Information

Our literacy materials include leveled libraries in English and Spanish, Wordly Wise K-8, Fountas and Pinnell K-3, Foundations K-1, and Estrellita K-2. Our Science and Social Studies materials include hands-on tools such as maps, globes, scales, measuring cups, magnifying glasses, balancing scales, graduated cylinders, beakers, funnels, flasks, measuring spoons, and droppers. Culminating field trips enhance the children's understanding and appreciation of the lessons taught.

Our mathematics curriculum is Envision Math for K-2, Everyday Math for 3-5, and Impact Math for 6-8. Monolingual and Dual Language Teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help students analyze how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, tape measures, 3-D shapes, fraction strips, and scientific calculators.

Teachers use their interactive Smartboards to enrich content area instruction and language development. Google Images and Google Earth, for example, provide visuals so that students can internalize information better. We have a mobile cart of 25 iPads that teachers can borrow and use with their students. Newcomers use the iPads for its phonics, math, and bilingual apps.

Ms. Chan and Ms. Carrasquillo also use ESL methodologies and Sheltered English Instruction to enrich language development. They align their lessons with those of the classroom teachers. At PS/MS 165, our literacy curriculum is the Teachers College Reading and Writing Project. Realia, graphic organizers, TPR (Total Physical Response), role-playing, picture books, songs, and manipulatives are some of the tools and methodologies used to scaffold our ELLs' learning. The ESL teachers take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual Language teachers also employ ESL strategies and Sheltered English Instruction as they teach their students in English and Spanish. All teachers of ELLs modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
Teachers have resources such as iPads and bilingual dictionaries to support native language, which will enrich content comprehension and language development. All teachers are committed to advancing the ELLs in English proficiency.	100%	75%	50%
4. HOW DO YOU ENSURE THAT ELLS ARE A	25%	50%	25%
4. The Home Language Information Survey (HLIS), the LAB-R is the first assessment administered. If the child does not pass and is therefore an ELL for the year, then the Spanish LAB is also administered. In Dual Language classrooms, a Spanish Reading Test called El Examen de Lectura en Español (ELE) is the assess	100%	75%	50%
a. DESCRIBE YOUR INSTRUCTIONAL PLAN FOR SIFE.	100%	75%	50%
b. DESCRIBE YOUR PLAN FOR ELLS IN U.S. 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.	100%	75%	50%
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.

5. Teachers differentiate lessons by planning for subgroups and the children's needs.

a. Students who are considered Students With Interrupted Formal Education (SIFE) come to school with many challenges. The children have had interruptions with their formal education and therefore come to an English language school system academically behind in

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)

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

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.

8.We offer targeted intervention programs for ELLs in ELA, Math, and other content areas. For all of the programs mentioned, the language used during instruction is either English or Spanish, depending on the class in which the students are being taught.

Every school day from 2:10-2:30, we have a Social Issues period throughout the building. Our students and ELLs, in particular, benefit from engaging in conversation and practicing their social skills. For our ELLs, this is a time to strengthen their oral language with students who are English proficient. For our ELLs in Social Issues Grades K-1, the children are at Centers and Choice Time. The activities are developmentally appropriate to maximize learning. For our ELLs in Grades 2-5, the students study current social issues. For our ELLs in Grades 6-8, the social issues curriculum is called "Global Issues" and is a mandated course for our middle schoolers. The students and teachers work on monthly units by engaging in conversation and collaborating to develop possible solutions. Some of the issues are Community Development, Population, Poverty, Pollution, Water, Sustainability and Consumption, Quality of Life, and Looking to the Future.

Our Extended Day program is held Mondays through Thursdays from 2:40-3:17. For 2 days a week we use Buckle Down ELA and for the other 2 days, we use Buckle Down Math. The ELLs who participate benefit from this targeted instruction, as the groups are small and they receive individualized attention from teachers.

Ms. Fishman is our full-time Special Education Teacher Support Services (SETSS) Provider. She works with children who have special needs, some of whom are ELLs. She provides small-group intensive instruction in ELA, Math, and Social Studies. She teaches in English and in Spanish (depending on the students' IEP mandates for the language of instruction).

For Word Study this year, we are using Wordly Wise K-8. Children in K-3 are also being taught with the Fountas and Pinnell Phonics Program. Students in Dual Language K-2 are studying the Estrellita Program in Spanish.

From November 2011-May 2012, we will offer our K-8 ELLs a Reading Intervention After School Program. We will also offer a Title III K-8 After School Program of Academic Intervention Services (AIS) one hour a week and Sports for one hour a week.

Our three full-time Academic Intervention Services (AIS) Teachers provide instruction for a targeted intervention program. They work with at-risk students, many of whom are ELLs. They use the Fountas and Pinnell Leveled Literacy Intervention Program K-5.

In our middle school, teachers provide targeted intervention services every day during their Professional Period. They group the students (10:1 ratio) according to the children's needs: Newcomers, Long-term ELLs, or at-risk students. They work on reading, writing, Math, Social Studies, and Science. Teachers use technology such as the Smartboards or iPads to supplement their lessons.

All teachers follow the Common Core Standards and review the Periodic Assessments to develop the targeted instructional lessons that address the needs of their students. They are aware of the goals and standards that the students have yet to reach. Based on the data and knowledge of the students, teachers create lessons for the targeted intervention.

9.DESCRIBE YOUR PLAN FOR CONTINUING TRANSITIONAL SUPPORT (2 YEARS) FOR ELLS REACHING PROFICIENCY ON THE NYSESLAT.

9.For the children who have passed the NYSESLAT, AIS and specialized after school programs offer continued support as the children move onto more challenging academic work. This year, our AIS Program is taught by three full-time teachers. From September 2011-June 2012, students are taught in small groups for a cycle of six weeks, after which the AIS teachers work with another group of students for the next six weeks. Some of these AIS students are former ELLs who continue to need academic support. This year, some of our former ELLs

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

C. SCHOOLS WITH DUAL LANGUAGE PROGRAMS

1. HOW MUCH TIME (%) IS THE TARGET LANGUAGE USED FOR EPS AND ELLS IN EACH GRADE?

1. At PS 165, the target language is used 50% of the time for EPs and ELLs in each grade. At MS 165, the target language is used 50% of the time during the ELA periods.

2.HOW MUCH OF THE INSTRUCTIONAL DAY ARE EPS AND ELLS INTEGRATED? WHAT CONTENT AREAS ARE TAUGHT SEPARATELY?

2.EPs and ELLs are integrated throughout the entire day. Content areas are not taught separately.

3. HOW IS LANGUAGE SEPARATED FOR INSTRUCTION (TIME, SUBJECT, TEACHER, THEME)?

3. At PS 165, language is separated for instruction by time and by teacher. AT MS 165, language is separated by time, teacher, and subject.

4.WHAT DUAL LANGUAGE MODEL IS USED (SIDE-BY-SIDE, SELF-CONTAINED, OTHER)?

4.The Dual Language model used at PS/MS 165 is side-by-side and self-contained.

5. IS EMERGENT LITERACY TAUGHT IN CHILD'S NATIVE LANGUAGE FIRST (SEQUENTIAL), OR ARE BOTH LANGUAGES TAUGHT AT THE SAME TIME?

5. Emergent literacy is taught in the native language first. As students progress to the Intermediate Level, both languages are then taught at the same time.

Courses Taught in Languages Other than English

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.

D. PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. DESCRIBE THE PROFESSIONAL DEVELOPMENT PLAN FOR ALL ELL PERSONNEL (PLEASE INCLUDE ALL TEACHERS OF ELLS).

1.Nearly all of our classroom teachers have ELLs. Staff developers from the TCRWP meet with teachers and Related Service Providers on a grade-by-grade level or on an individual basis at least once a month. These outside consultants provide professional development for our literacy curriculum. Teachers College offers professional development workshops called Calendar Days throughout the year for ESL Teachers and classroom teachers of ELLs.

The NYCDOE Office of ELLs offers workshops for pedagogues to attend. Children First Network 408 provides professional development for classroom teachers and ESL Teachers to enhance their teaching of ELLs.

Some of our classroom teachers voluntarily participate in a Dual Language Study Group. The teachers meet every other week to discuss professional books. They also talk about strategies and ideas to enhance their teaching and therefore their students' learning. They also discuss ways to improve our wonderful Dual Language Program.

Grade teams have been formed, with one Grade Team Leader for each grade. Teachers meet weekly as a grade for one hour to collaborate on plans, examine student data and student work, and specify next steps for teaching and assessment.

The Principal has monthly meetings with teachers in which they review student data and implications for teaching and consider the next

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Teachers have been trained in using ARIS. They review student data and devise instructional steps to improve students' academic performance.

We have monthly faculty conferences in which all staff members participate.

Administrators informally observe classrooms daily and provide feedback to teachers regarding instructional decisions.

2. WHAT SUPPORT DO YOU PROVIDE STAFF TO ASSIST ELLS AS THEY TRANSITION FROM ELEMENTARY TO MIDDLE AND/OR MIDDLE TO HIGH SCHOOL?

2. We have a huge banner that hangs at our building entrance that reads, "PS/MS 165: On the Path to College." All staff members and students are aware that the goal for our children is long term. We aim to prepare our students for college readiness.

There is articulation between our fifth grade teachers and our middle school teachers. The fifth grade teachers visit MS 165 teachers to learn about the middle school's academic program. Fifth grade teachers need to be aware of the academic demands of middle school in order for their students to succeed. This way, they can provide academic support to ensure that the graduating fifth graders are prepared for the challenges of a junior high school. Our fifth grade students also take tours of MS 165 to find out what they can expect in middle school.

The staff members of our middle school receive support to help ELLs as they transition to high school. We have a guidance counselor for MS 165 who is responsible for handling the high school application process. Meetings are held for parents and our seniors to discuss the high school application process. The High School Directory is given to families. The guidance counselor is available every school day from 1:30-2:30 specifically to meet with eighth graders. Our seniors can come see her with any academic or social issues for which they need assistance. Notices go home and emails are sent home in English and Spanish. The topics range from After School Program offerings to Senior Dues. We also send home relevant High School information such as Open Houses for prospective applicants, visits from representatives of high schools, or the High School Borough Fairs. In addition to notices and emails, phone blasts are placed to notify families of all important information.

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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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?

E. PARENTAL INVOLVEMENT

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1. DESCRIBE PARENT INVOLVEMENT IN YOUR SCHOOL, INCLUDING PARENTS OF ELLS.

1. We encourage all parents to be active in their children's educational life. At PS/MS 165, workshops are given in which families can learn about New York State tests, online safety, and ARIS Parent Link and Acuity. Our Parent Coordinator, Mr. Duran, has an e-mail list in which pertinent information can be sent to parents. We also have an automated school messenger system that calls home to all families within 20 minutes after a message has been sent. Messages are dialed home once or twice a week.

Parents can be "Learning Leaders" at our school. They attend a 3-day training and then volunteer at our school in activities such as hallway monitoring or they can do a Read Aloud with students.

Parent Teacher Conferences are held twice a year in which parents discuss with pedagogues the progress that their children have made, and the next steps necessary for further social and academic growth.

We have an active Parents' Association (PA) that meets once a month. The meetings are open for all parents to attend.

Our school offers "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

2. DOES THE SCHOOL PARTNER WITH OTHER AGENCIES OR COMMUNITY BASED ORGANIZATIONS TO PROVIDE WORKSHOPS OR SERVICES TO ELL PARENTS?

2. Yes, our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents and all PS/MS 165 Parents.

Situated by our Parent Coordinator's office is a bulletin board in which local agencies can post information for parents. Postings can be information about local tutors for hire or after school programs such as a Y.

Free ESL classes are offered to parents at the nearby Grace House.

There are workshops in our building in which The Center for Immigrant Families works with families and then follows up with parents at a later date.

The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which parents can learn about various events taking place in the neighborhood.

Parentjobnet.com is an online resource that provides job listings and networking opportunities. Parents with common interests, for example, can meet each other in their community.

Staff members from the YMCA provide workshops to parents on how to help children with homework.

Specialists from Met Life provide workshops for parents on topics such as "Identity Theft" and "Saving for Your Child's Future."

Specialists from Chase Bank provide financial workshops for parents on topics such as savings and checking accounts.

Staff developers from Teachers College provide workshops to parents on how families can support literacy at home. They explain, for example, the importance of reading to children and the role that oral language plays in developing a child's vocabulary.

The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve the parents better.

3. HOW DO YOU EVALUATE THE NEEDS OF THE PARENTS?

3. Monthly Parents' Association (PA) meetings are open for all parents to attend and participate. During these meetings, various topics are discussed. The PA and the administrators of PS 165 are in close contact and address the concerns of parents.

The annual Learning Environment Survey provides vital information that schools need to know about issues with which families are satisfied or dissatisfied. Administrators are informed of the results of the surveys and can create action plans to address the issues.

Our Parent Coordinator is the liaison between our school and our families. Her role is multi-faceted: she welcomes parents; ensures that parents have access to the educational process; troubleshoots concerns that parents may have; assists with the middle school and high school application process; and connects parents to community resources.

Every morning before the start of the school day, our Administrators and Parent Coordinator stand at our building entrance to greet all the students and to speak with parents. This provides a warm and welcoming environment in which parents can ask questions and address

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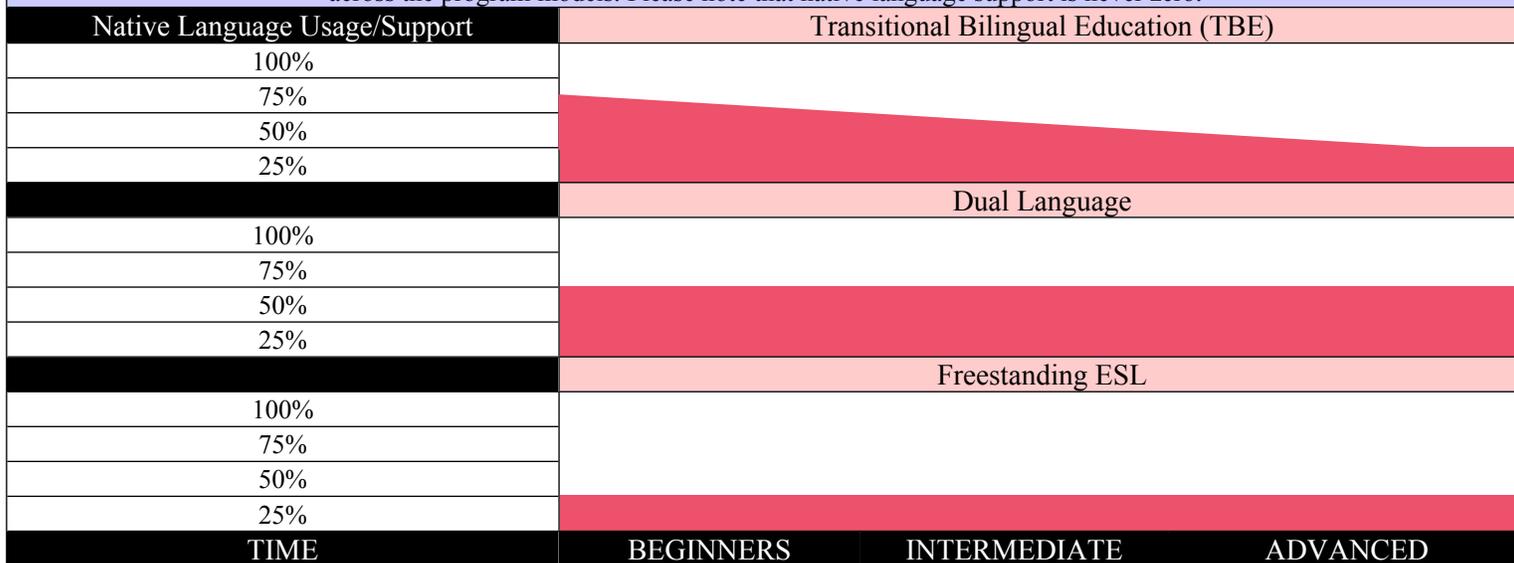
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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.

8. We offer targeted intervention programs for ELLs in ELA, Math, and other content areas. For all of the programs mentioned, the language used during instruction is either English or Spanish, depending on the class in which the students are being taught.

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Every school day from 2:10-2:30, we have a Social Issues period throughout the building. Our students and ELLs, in particular, benefit from engaging in conversation and practicing their social skills. For our ELLs, this is a time to strengthen their oral language with students who are English proficient. For our ELLs in Social Issues Grades K-1, the children are at Centers and Choice Time. The activities are developmentally appropriate to maximize learning. For our ELLs in Grades 2-5, the students study current social issues. For our ELLs in Grades 6-8, the social issues curriculum is called "Global Issues" and is a mandated course for our middle schoolers. The students and teachers work on monthly units by engaging in conversation and collaborating to develop possible solutions. Some of the issues are Community Development, Population, Poverty, Pollution, Water, Sustainability and Consumption, Quality of Life, and Looking to the Future.

Our Extended Day program is held Mondays through Thursdays from 2:40-3:17. For 2 days a week we use Buckle Down ELA and for the other 2 days, we use Buckle Down Math. The ELLs who participate benefit from this targeted instruction, as the groups are small and they receive individualized attention from teachers.

Ms. Fishman is our full-time Special Education Teacher Support Services (SETSS) Provider. She works with children who have special needs, some of whom are ELLs. She provides small-group intensive instruction in ELA, Math, and Social Studies. She teaches in English and in Spanish (depending on the students' IEP mandates for the language of instruction).

For Word Study this year, we are using Wordly Wise K-8. Children in K-3 are also being taught with the Fountas and Pinnell Phonics Program. Students in Dual Language K-2 are studying the Estrellita Program in Spanish.

From November 2011-May 2012, we will offer our K-8 ELLs a Reading Intervention After School Program. We will also offer a Title III K-8 After School Program of Academic Intervention Services (AIS) one hour a week and Sports for one hour a week.

Our three full-time Academic Intervention Services (AIS) Teachers provide instruction for a targeted intervention program. They work with at-risk students, many of whom are ELLs. They use the Fountas and Pinnell Leveled Literacy Intervention Program K-5.

In our middle school, teachers provide targeted intervention services every day during their Professional Period. They group the students (10:1 ratio) according to the children's needs: Newcomers, Long-term ELLs, or at-risk students. They work on reading, writing, Math, Social Studies, and Science. Teachers use technology such as the Smartboards or iPads to supplement their lessons.

All teachers follow the Common Core Standards and review the Periodic Assessments to develop the targeted instructional lessons that address the needs of their students. They are aware of the goals and standards that the students have yet to reach. Based on the data and knowledge of the students, teachers create lessons for the targeted intervention.

9.DESCRIBE YOUR PLAN FOR CONTINUING TRANSITIONAL SUPPORT (2 YEARS) FOR ELLS REACHING PROFICIENCY ON THE NYSESLAT.

9.For the children who have passed the NYSESLAT, AIS and specialized after school programs offer continued support as the children move onto more challenging academic work. This year, our AIS Program is taught by three full-time teachers. From September 2011-June 2012, students are taught in small groups for a cycle of six weeks, after which the AIS teachers work with another group of students for the next six weeks. Some of these AIS students are former ELLs who continue to need academic support. This year, some of our former ELLs

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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.

The template's self-calculation is wrong in the "ELLs by Subgroup" section. The template calculated 120 but my numbers add up to 128. The template calculated 38 but my numbers add up to 43. The templates's total of 158 is wrong and my subtotals add up to 171.

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)?

C. SCHOOLS WITH DUAL LANGUAGE PROGRAMS

1. HOW MUCH TIME (%) IS THE TARGET LANGUAGE USED FOR EPS AND ELLS IN EACH GRADE?

1. At PS 165, the target language is used 50% of the time for EPs and ELLs in each grade. At MS 165, the target language is used 50% of the time during the ELA periods.

2.HOW MUCH OF THE INSTRUCTIONAL DAY ARE EPS AND ELLS INTEGRATED? WHAT CONTENT AREAS ARE TAUGHT SEPARATELY?

2.EPs and ELLs are integrated throughout the entire day. Content areas are not taught separately.

3. HOW IS LANGUAGE SEPARATED FOR INSTRUCTION (TIME, SUBJECT, TEACHER, THEME)?

3. At PS 165, language is separated for instruction by time and by teacher. AT MS 165, language is separated by time, teacher, and subject.

4.WHAT DUAL LANGUAGE MODEL IS USED (SIDE-BY-SIDE, SELF-CONTAINED, OTHER)?

4.The Dual Language model used at PS/MS 165 is side-by-side and self-contained.

5. IS EMERGENT LITERACY TAUGHT IN CHILD'S NATIVE LANGUAGE FIRST (SEQUENTIAL), OR ARE BOTH LANGUAGES TAUGHT AT THE SAME TIME?

5. Emergent literacy is taught in the native language first. As students progress to the Intermediate Level, both languages are then taught at the same time.

D. Professional Development and Support for School Staff

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

D. PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. DESCRIBE THE PROFESSIONAL DEVELOPMENT PLAN FOR ALL ELL PERSONNEL (PLEASE INCLUDE ALL TEACHERS OF ELLS).

1.Nearly all of our classroom teachers have ELLs. Staff developers from the TCRWP meet with teachers and Related Service Providers on a grade-by-grade level or on an individual basis at least once a month. These outside consultants provide professional development for our

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The NYCDOE Office of ELLs offers workshops for pedagogues to attend. Children First Network 408 provides professional development for classroom teachers and ESL Teachers to enhance their teaching of ELLs.

Some of our classroom teachers voluntarily participate in a Dual Language Study Group. The teachers meet every other week to discuss professional books. They also talk about strategies and ideas to enhance their teaching and therefore their students' learning. They also discuss ways to improve our wonderful Dual Language Program.

Grade teams have been formed, with one Grade Team Leader for each grade. Teachers meet weekly as a grade for one hour to collaborate on plans, examine student data and student work, and specify next steps for teaching and assessment.

The Principal has monthly meetings with teachers in which they review student data and implications for teaching and consider the next steps.

Teachers have been trained in using ARIS. They review student data and devise instructional steps to improve students' academic performance.

We have monthly faculty conferences in which all staff members participate.

Administrators informally observe classrooms daily and provide feedback to teachers regarding instructional decisions.

2. WHAT SUPPORT DO YOU PROVIDE STAFF TO ASSIST ELLS AS THEY TRANSITION FROM ELEMENTARY TO MIDDLE AND/OR MIDDLE TO HIGH SCHOOL?

2. We have a huge banner that hangs at our building entrance that reads, "PS/MS 165: On the Path to College." All staff members and students are aware that the goal for our children is long term. We aim to prepare our students for college readiness.

There is articulation between our fifth grade teachers and our middle school teachers. The fifth grade teachers visit MS 165 teachers to learn about the middle school's academic program. Fifth grade teachers need to be aware of the academic demands of middle school in order for their students to succeed. This way, they can provide academic support to ensure that the graduating fifth graders are prepared for the challenges of a junior high school. Our fifth grade students also take tours of MS 165 to find out what they can expect in middle school.

The staff members of our middle school receive support to help ELLs as they transition to high school. We have a guidance counselor for MS 165 who is responsible for handling the high school application process. Meetings are held for parents and our seniors to discuss the high school application process. The High School Directory is given to families. The guidance counselor is available every school day from 1:30-2:30 specifically to meet with eighth graders. Our seniors can come see her with any academic or social issues for which they need assistance. Notices go home and emails are sent home in English and Spanish. The topics range from After School Program offerings to Senior Dues. We also send home relevant High School information such as Open Houses for prospective applicants, visits from representatives of high schools, or the High School Borough Fairs. In addition to notices and emails, phone blasts are placed to notify families of all important information.

3. DESCRIBE THE MINIMUM 7.5 HOURS OF ELL TRAINING FOR ALL STAFF (INCLUDING NON-ELL TEACHERS) AS PER JOSE P.

3. The minimum 7.5 hours of ELL Training for all staff is covered by workshops provided by our CFN 408 Network and by Teachers College Calendar Days.

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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?

E. PARENTAL INVOLVEMENT

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1. DESCRIBE PARENT INVOLVEMENT IN YOUR SCHOOL, INCLUDING PARENTS OF ELLS.

1. We encourage all parents to be active in their children's educational life. At PS/MS 165, workshops are given in which families can learn about New York State tests, online safety, and ARIS Parent Link and Acuity. Our Parent Coordinator, Mr. Duran, has an e-mail list in which pertinent information can be sent to parents. We also have an automated school messenger system that calls home to all families within 20 minutes after a message has been sent. Messages are dialed home once or twice a week.

Parents can be "Learning Leaders" at our school. They attend a 3-day training and then volunteer at our school in activities such as hallway monitoring or they can do a Read Aloud with students.

Parent Teacher Conferences are held twice a year in which parents discuss with pedagogues the progress that their children have made, and the next steps necessary for further social and academic growth.

We have an active Parents' Association (PA) that meets once a month. The meetings are open for all parents to attend.

Our school offers "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

2. DOES THE SCHOOL PARTNER WITH OTHER AGENCIES OR COMMUNITY BASED ORGANIZATIONS TO PROVIDE WORKSHOPS OR SERVICES TO ELL PARENTS?

2. Yes, our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents and all PS/MS 165 Parents.

Situated by our Parent Coordinator's office is a bulletin board in which local agencies can post information for parents. Postings can be information about local tutors for hire or after school programs such as a Y.

Free ESL classes are offered to parents at the nearby Grace House.

There are workshops in our building in which The Center for Immigrant Families works with families and then follows up with parents at a later date.

The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which parents can learn about various events taking place in the neighborhood.

Parentjobnet.com is an online resource that provides job listings and networking opportunities. Parents with common interests, for example, can meet each other in their community.

Staff members from the YMCA provide workshops to parents on how to help children with homework.

Specialists from Met Life provide workshops for parents on topics such as "Identity Theft" and "Saving for Your Child's Future."

Specialists from Chase Bank provide financial workshops for parents on topics such as savings and checking accounts.

Staff developers from Teachers College provide workshops to parents on how families can support literacy at home. They explain, for example, the importance of reading to children and the role that oral language plays in developing a child's vocabulary.

The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve the parents better.

3. HOW DO YOU EVALUATE THE NEEDS OF THE PARENTS?

3. Monthly Parents' Association (PA) meetings are open for all parents to attend and participate. During these meetings, various topics are discussed. The PA and the administrators of PS 165 are in close contact and address the concerns of parents.

The annual Learning Environment Survey provides vital information that schools need to know about issues with which families are satisfied or dissatisfied. Administrators are informed of the results of the surveys and can create action plans to address the issues.

Our Parent Coordinator is the liaison between our school and our families. Her role is multi-faceted: she welcomes parents; ensures that parents have access to the educational process; troubleshoots concerns that parents may have; assists with the middle school and high school application process; and connects parents to community resources.

Every morning before the start of the school day, our Administrators and Parent Coordinator stand at our building entrance to greet all the students and to speak with parents. This provides a warm and welcoming environment in which parents can ask questions and address

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Every morning before the start of the school day, our Administrators and Parent Coordinator stand at our building entrance to greet all the students and to speak with parents. This provides a warm and welcoming environment in which parents can ask questions and address concerns regarding their children's education. The goal is to create close relationships between the school and the families. Meeting with

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	8	8	3	5	6	8	4	3					50
Intermediate(I)	0	7	4	12	7	6	1	2	1					40
Advanced (A)	4	3	9	9	21	12	9	8	6					81
Total	9	18	21	24	33	24	18	14	10	0	0	0	0	171

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0	2	2	4	1				
	I		5	4	3	3	3	2	0	1				
	A	1	5	10	7	16	5	7	7	1				
	P		6	6	14	10	12	3	3	6				
READING/ WRITING	B	1	6	7	3	1	4	4	3	2				
	I		6	4	11	7	6	1	2	1				
	A		4	4	10	20	10	8	7	6				
	P		0	5	0	1	2	1	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	40	42	9	108
4	10	15	3	0	28
5	4	12	3	0	19
6	9	2	0	0	11
7	4	5	1	0	10
8	1	6	0	0	7
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	5	3	32	4	37	3	9	0	93
4	0	3	7	10	4	4	0	1	29

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	2	4	8	2	4	0	0	22
6	1	3	3	4	2	0	0	0	13
7	2	2	2	2	1	3	0	0	12
8	1	2	3	1	0	1	0	0	8
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	1	1	6	4	49	7	34	1	103
8	2	1	26	1	23	0	0	0	53
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)	4	18	33	11	2	12	31	10
Chinese Reading Test								

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

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

Part IV: Assessment Analysis

B. AFTER REVIEWING AND ANALYZING THE ASSESSMENT DATA, ANSWER THE FOLLOWING:

1. DESCRIBE WHAT ASSESSMENT TOOL YOUR SCHOOL USES TO ASSESS THE EARLY LITERACY SKILLS OF YOUR ELLS (E.G. ECLAS-2, EL SOL, FOUNTAS AND PINNELL, DRA, TCRWP). WHAT INSIGHTS DO THE DATA PROVIDE ABOUT YOUR ELLS? HOW CAN THIS INFORMATION HELP INFORM YOUR SCHOOL'S INSTRUCTIONAL PLAN? PLEASE PROVIDE ANY QUANTITATIVE DATA AVAILABLE TO SUPPORT YOUR RESPONSE.

1. The assessment tools that we use at PS/MS 165 are the TCRWP / DYO running records in English. We use teacher observations and conferring notes. We also use the DRA (Developmental Reading Assessment) in Spanish. The data that we have gathered about our ELLs' early literacy skills highlight the need for continued instruction in phonics, reading for fluency, and reading for comprehension. Our students also have a need for greater vocabulary development. This is the reason we use K-8 Wordly Wise, a research-based vocabulary development program. Gathering, reviewing, and studying our collective data allows administrators and teachers to plan instruction with horizontal and vertical alignment.

2. WHAT IS REVEALED BY THE DATA PATTERNS ACROSS PROFICIENCY LEVELS (ON THE LAB-R AND NYSESLAT) AND GRADES?

2. In our assessment analysis, we see that in kindergarten, our ELLs are divided almost equally between the Beginner/Intermediate and Advanced Levels. (In scoring the kindergarten LAB-R, there is no distinction between Beginner and Intermediate. In the chart, we have placed those kindergarteners at the Beginner Level.) There are 5 Kindergartener ELLs who are at the Beginner Level based on the LAB-R and 4 Kindergartener ELLs who are at the Advanced Level based on the LAB-R.

The NYSESLAT results for ELLs in grades 1, 2, and 3 yield varying results. Children in grade 1, who were taking the NYSESLAT for the first time as end-of-the-year kindergarteners, scored mostly at the Beginner or Intermediate Levels (8 and 7 students, respectively). Three grade 1 ELLs scored at the Advanced Level. Children in grade 2 scored mostly at the Advanced Level. In grade 3, the majority of students scored at the Intermediate Level.

As we move up the grades and see the results for grades 4-5-6-7-8, we notice that the mode of the NYSESLAT results is the Advanced Level (21, 12, 9, 8, and 6 respectively). This indicates that our ELLs are closest to passing the NYSESLAT when they are in the upper grades.

3. HOW WILL PATTERNS ACROSS NYSESLAT MODALITIES -- READING/WRITING AND LISTENING/SPEAKING -- AFFECT INSTRUCTIONAL DECISIONS?

3. The patterns across NYSESLAT modalities indicate that students perform best on the Listening/Speaking parts of the test. Many more children scored Proficient on the Listening/Speaking subtests than on the Reading/Writing subtests. More intense instruction and focus

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.

The template's self-calculation is wrong in the "ELLs by Subgroup" section. The template calculated 120 but my numbers add up to 128. The template calculated 38 but my numbers add up to 43. The templates's total of 158 is wrong and my subtotals add up to 171.

Part VI: LAP Assurances

School Name: <u>Robert E. Simon</u>		School DBN: <u>03M165</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Brett Gallini	Principal		11/3/11
Mr. Victor Villegas	Assistant Principal		11/3/11
Mr. Jose Duran	Parent Coordinator		11/3/11
Ms. Sandra Chan	ESL Teacher		11/3/11
Ms. Alicia Simpson	Parent		11/3/11
Ms. Menendez/K	Teacher/Subject Area		11/3/11
Ms. Flores/K	Teacher/Subject Area		11/3/11
	Coach		11/3/11
	Coach		11/3/11
Mr. Calder	Guidance Counselor		11/3/11
Mr. Lucius Young	Network Leader		11/3/11
Ms. Machado/IEP	Other <u>IEP</u>		11/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M165 **School Name:** PS 165

Cluster: _____ **Network:** CFN 408

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.

. According to 2010 English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.

Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

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.

NYSESLAT data reveals that our ELLs across all the grades are more proficient in listening and speaking.

After analyzing the trends across the four modalities, the school has decided to use the following programs for instruction: The balanced literacy program implemented by Teachers College Reading and Writing Project. Classrooms are provided with libraries that include a variety of authentic textual materials in English and Spanish. Our students are also receiving word study instruction using the "Words Their Way"

Program. Everyday Mathematics is taught to all students and the student materials are available in English as well as Spanish. Also, this year grades 2-4 are using the FOSS Science Modules inquiry based Science instruction. English language learners also participated in extended day school programs to support them in preparing them for the ELA and Mathematics state exams. They are grouped according to their instructional levels and use materials that address their specific needs. Each spring, our English language learners attend an after school program that focuses on language and vocabulary development and NYSESLAT preparation.

1. According to 2010 English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.
2. The school leadership team and teachers will use the periodic assessment results to identify areas of specific needs in addition to monitoring student progress
 - a) English proficient students are assessed with literacy assessments such as Teachers College Reading and Writing Project's reading levels.
 - b) English proficient students that begin the dual language program in the early primary grades and remain in the program are able to achieve proficient levels in the second (Spanish) language.

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.

Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

The majority of the parents from Spanish-speaking homes select the Dual Language Program. There are a few Spanish-dominant parents that feel strongly about having their children in an English-only program with ESL services. The bilingual parents of children who speak languages other than Spanish are interested in English only classrooms with ESL pull-out/push-in services. Yes, the programs offered at PS 165 are aligned with parent requests.

We will continue to build alignment between parent choice and program offerings by conducting parent orientations at the end of the year to our Pre-K parents as well as inviting parents from Pre-K community-based organizations. We also provide tours so that prospective parents can see the programs in action. At the beginning of the year we will offer parent orientations to new parents to orient them to our program offerings.

Programs offered at PS 165 are aligned with parent requests. We assess the school's translation and interpretation needs based on intake during initial registration. Families are asked to identify whether a language(s) other than English are spoken at home. ESL teacher continues intake process and documents the languages that families identify. Parent Coordinator coordinates and schedules timely translation and interpretation services for parent workshops and school meetings and events.

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.

Ongoing assessments assist teachers in identifying students' needs. Interventions and support services are planned accordingly. Articulation between classroom teachers and service providers ensures that students' needs are being addressed. Push-in and pull-out instruction at PS 165 are planned to ensure that ELL students are provided with mandated services in mono-lingual classes. The dual language classes are taught by teachers proficient in both languages, Spanish and English. All subjects are taught in both languages in a 50:50 model. Materials and classrooms are color-coded (red: Spanish and blue: English) to support teachers in separating the languages to ensure that students leave the program bilingual and biliterate.

Students that scored at the Beginning level will require additional support and intervention in Reading. English language learners will be supported through small group instruction where they will receive targeted instruction in listening and reading skills. At the Intermediate level we have students that will require additional support in Writing. These students, along with most of the ELLs at PS 165, are included in our extended time program when ELLs are instructed in small groups to support them in making gains towards meeting the standards. During this time teachers will instruct these ELLs through guided writing lessons and activities. Most of the students that scored at the Advanced level require additional interventions in Writing. These ELLs are being provided additional supports including targeted instruction during the extended time program four times a week, in addition to small group instruction during our AIS (Academic Intervention Services) period. The AIS period at PS 165 is scheduled for 25 minutes, Monday through Friday. ELLs receive differentiated instruction in Reading and Writing during this time as an additional teacher pushes into classrooms. ELLs with special needs receive targeted instruction and related services throughout the instructional day.

ELLs in grades 3-8 benefit from our Extended Day Program three times a week for an hour each day. The extended day program is designed to improve performance levels of students in English Language Arts, Math and English as a Second Language. The Extended Day Program begins in late September through May of the school year.

ELLs will be targeted in small groups during our extended time program. There will be an extended day program for all English language learners. Title III funds will be used to train the teachers and also to pay the teachers per-session. Any consultants that are hired to provide our staff with professional development for the ELL extended day program will also be paid from these funds. Also, classroom libraries and other materials for the after school program will be bought with these funds. The program will aim to include at least 75% of students performing at the Intermediate and Advanced levels on the NYSESLAT. The focus will be on language development and high academic achievement in areas based on student need.

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>.

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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/MS 165	DBN: 03M165
Cluster Leader: C. Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/MS 165 is a PreK-8 school that provides Dual Language, ESL, and Bilingual Self-Contained special education programs for 171 English Language Learners, which represents 21% of our student body. We will begin an extended day program for ELLs beginning in January 2012. It is anticipated that over 95 students will participate in the afternoon sessions that will be held twice per week (Tuesdays and Thursdays). The program will be taught in English and will run from 3:30-5:00.

We will hire nine (9) teachers that are ESL certified and/or have bilingual extension. Students will participate in an ELA intervention program that will utilize a balanced literacy approach. Teachers at PS/MS 165 have studied the work of Mary Cappellini to enhance our knowledge of ELLs and the finds of the author will be used to frame the program. According to Cappellini (2005) "By developing their vocabulary in content and thematic units, by tapping into their prior knowledge, by using literature, and by utilizing lots of charting, visuals, and graphic organizers, the language that our ELLs are hearing and reading becomes more meaningful and comprehensible." Teachers will create thematic units utilizing a balanced literacy approach where they teach vocabulary within the context of content areas (Social Studies and Science).

Students will be served in grades K-8, one class per grade. Additionally, we will have one multi-graded class where newcomers are serviced. We will have nine (9) certified teachers for this program.

Additionally, students in Kindergarten will participate in the ALL Program through LEAP which is a DOE vendor. LEAP will provide students in Kindergarten with an arts based literacy program for 40 sessions in their classrooms.

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: Subscriptions for 8 teachers to participate in the Bank Street Language Service will be purchased. The professional development will engage teachers in workshops that will provide insight into best practices for ELLs. Further, three teachers will be sent to the NABE (National Association for Bilingual Education) conference in Dallas, TX in January 2012 to learn best practices for reaching English Language Learners. Also, PS/MS 165 ESL teachers will provide staff development to participating teachers regarding effective instructional strategies. In addition, they will give information about the format of the NYSESLAT exam as to how to best prepare students for the exam. Additionally, teachers at PS/MS 165 meet bi-monthly in a study group that is used as a forum to discuss topics that relate to

Part C: Professional Development

English Language Learners. One topic that is regularly discussed is strategies and differentiation topics to support ELLs in the classroom.

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: Professional development will also be offered to the parents/families of ELL students. Parents will be invited to monthly one-hour sessions to learn ways to support their children in developing their English oral skills as well as written language. Parents will be given a survey so that the school can better understand the needs of our ELL families and subsequent PD sessions for families will be designed. PS/MS 165 ESL teachers will lead these sessions and families will be notified by the school parent coordinator and via school website, flyers and individual phone calls to families.

Part E: Budget

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

Allocation Amount: \$22800

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 	\$10,935 Per Session \$1,000 Per Diem	9 teachers @ \$45.00 / hour Three hours per week for 9 weeks \$1,000 in Per Diem to cover teachers while at conferences.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$7,000	ALL Program by LEAP to provide arts infused ELA instruction for ELLs in Kindergarten
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$1,800	Paper, pencils, books, for ELL program

Part E: Budget

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

Allocation Amount: \$22800

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	\$3,000	Travel to NABE Conference in Texas
Other		
TOTAL	\$22,800	