



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 115, THE GLEN OAKS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q115

PRINCIPAL: JAMES J. AMBROSE EMAIL: JAMBROS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
James J. Ambrose	*Principal or Designee	
Patricia Anderson	*UFT Chapter Leader or Designee	
Shirley Pinkney	*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	
Geri Cohen	Member/Teacher	
Danielle Talone	Member/Teacher	
Beth Callahan	Member/Teacher	
Mary O’Donoghue	Member/Teacher	
Sabiha Syed	Member/Parent	
Christine Cho	Member/Parent	
Marina Vodovozov	Member/Parent	
Don Brogna	Member/Parent	
Sajitha Mahmood	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, 90% of teachers will engage in the collaborative inquiry process on teacher teams to develop rigorous CC-aligned Units of Study that include common benchmark assessments and a culminating performance task with targets and multiple entry points to ensure student success as evidenced by artifacts from teacher team meetings and observations.

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.

This is a priority area for improving student performance based on the 2011 New York State ELA and Math results.

**Sources of data: 2010-2011 Progress Report
2010-2011 Quality Review**

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.

- ***Teacher teams on every grade will use protocols to look at student work on common core-aligned literacy and math tasks.***
- ***Professional Development on “rigor” e.g., Webb’s Depth of Knowledge Levels.***
- ***Professional Development on Universal Design for Learning.***
- ***Network sponsored professional learning opportunities in the areas of:***
 - a) ***Looking at student work through the lens of the CCLS and PARCC Assessments***
 - b) ***CCLS and English language learners and students with disabilities***

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.

Although P.S. 115 is not a Title 1 school, we will provide workshops for parents on the topic of Teacher Teams. During PTA meetings, the administration will have the opportunity to discuss with the parents advances made by the Teacher Teams’ Inquiry Work and how it supports the needs of the ELL and Special Education students.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. Lead teachers are assigned to support struggling and unqualified teachers. Administration will provide ongoing support in school and will send struggling teachers to citywide and network professional development for training and assistance.

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.

The Assistant Principal, is the service and program coordinator. She insures the completion of the following programs :

Violence Prevention Programs provided by SAPIS worker.

Nutrition Programs provided through School Food personnel.

Housing Program coordinated by SAPIS worker for those qualifying.

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.

Fair Student Funding, Title III Funding and Human Resources are being used to implement the Action Plan from September 2011 to June 2012.

Funding will be spent on:

- **Professional and Instructional Materials**
- **Supporting curriculum development during the school day**
- **Consumable instructional materials to be used during extended day**

Title IIA Supplemental Funding will support the strategies described by providing funds for substitute teachers to enable teacher attendance at Professional Development Workshops.

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, all students will engage in at least one D.O.E. strategically selected CC-aligned ELA performance task as embedded in an identified unit of study, as evidenced by student work samples.

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.

This is a priority area for improving student performance based on the 2011 New York State ELA results.

**Sources of data: 2010-2011 Progress Report
2010-2011 Quality Review**

Instructional strategies/activities

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

The following activities are planned to achieve this goal:

- 1. Teacher teams will collaboratively develop a strategically selected literacy CC-aligned performance task embedded in a unit of study during the Winter 2012 term.***
- 2. Teachers will administer a common pre-assessment to students to determine baseline skills/knowledge related to the performance tasks.***
- 3. Student work will be examined as part of a gap analysis to identify next steps.***
- 4. Teachers will provide multiple entry points into task assignments.***
- 5. Teachers will develop a literary task for writing grade appropriate and viable arguments.***
- 6. An implementation timeline will be developed and followed.***

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.

Although P.S. 115 is not a Title 1 school, parent workshops will be scheduled. Parents will be able to “tryout” performance tasks so they know what their children will be expected to do.

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.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. Lead teachers are assigned to support struggling and unqualified teachers. Administration will provide ongoing support in school and will send struggling teachers to citywide and network professional development for training and assistance.

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.

The Assistant Principal, is the service and program coordinator. She insures the completion of the following programs :

Violence Prevention Programs provided by SAPIS worker.

Nutrition Programs provided through School Food personnel.

Housing Program coordinated by SAPIS worker for those qualifying.

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.

Fair Student Funding, Title III Funding and Human Resources are being used to implement the Action Plan from September 2011 to June 2012.

Funding will be spent on:

- **Professional and Instructional Materials**
- **Supporting curriculum development during the school day**
- **Consumable instructional materials to be used during extended day**

Title IIA Supplemental Funding will support the strategies described by providing funds for substitute teachers to enable teacher attendance at Professional Development Workshops.

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 will engage in at least one D.O.E. strategically selected CC-aligned Math performance task as embedded in an identified unit of study, as evidenced by student work samples.

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.

This is a priority area for improving student performance based on the 2011 New York State Math results.

**Sources of data: 2010-2011 Progress Report
2010-2011 Quality Review**

Instructional strategies/activities

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

The following activities are planned to achieve this goal:

- 1. Teacher teams will collaboratively develop a strategically selected math CC-aligned performance task embedded in a unit of study during the Winter 2012 term.***
- 2. Teachers will administer a common pre-assessment to students to determine baseline skills/knowledge related to the performance tasks.***
- 3. Student work will be examined as part of a gap analysis to identify next steps.***
- 4. Teachers will provide multiple entry points into task assignments.***
- 5. Teachers will implement math tasks that are grade appropriate for viable arguments in problem solving.***
- 6. An implementation timeline will be developed and followed.***

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.

Although P.S. 115 is not a Title 1 school, parent workshops will be scheduled. Parents will be able to “tryout” performance tasks so they know what their children will be expected to do.

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.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. Lead teachers are assigned to support struggling and unqualified teachers. Administration will provide ongoing support in school and will send struggling teachers to citywide and network professional development for training and assistance.

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.

The Assistant Principal, is the service and program coordinator. She insures the completion of the following programs :

Violence Prevention Programs provided by SAPIS worker.

Nutrition Programs provided through School Food personnel.

Housing Program coordinated by SAPIS worker for those qualifying.

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.

Fair Student Funding, Title III Funding and Human Resources are being used to implement the Action Plan from September 2011 to June 2012. Funding will be spent on:

- **Professional and Instructional Materials**
- **Supporting curriculum development during the school day**
- **Consumable instructional materials to be used during extended day**

Title IIA Supplemental Funding will support the strategies described by providing funds for substitute teachers to enable teacher attendance at Professional Development Workshops.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, 90% of teachers will demonstrate improved classroom practice as measured by a research-based rubric that articulates clear expectations for teacher practice.

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.

This is a priority area for improving student performance based on the 2011 New York State ELA and Math results.

**Sources of data: 2010-2011 Progress Report
2010-2011 Quality Review**

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. School leaders and teachers will engage in professional development opportunities on a research based rubric for teacher practice – Charlotte Danielson’s Framework for Teaching.***
- 2. Teacher self-assessment of practice – ARIS Learn.***
- 3. Cycles of frequent unannounced observations with timely actionable feedback based on selected teacher competency rubric.***
- 4. Teachers engage in workshops on CCLS, Depth of Knowledge, Rigor and Danielson’s Framework for Teaching.***

Strategies to increase parental involvement

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

Although P.S. 115 is not a Title 1 school, during PTA meetings, parents will be informed of the positive practices initiated in the classrooms and will be encouraged to discuss these practices with their child’s teacher.

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.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. Lead teachers are assigned to support struggling and unqualified teachers. Administration will provide ongoing support in school and will send struggling teachers to citywide and network professional development for training and assistance.

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.

The Assistant Principal is the service and program coordinator. She insures the completion of the following programs :

Violence Prevention Programs provided by SAPIS worker.

Nutrition Programs provided through School Food personnel.

Housing Program coordinated by SAPIS worker for those qualifying.

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.

Fair Student Funding, Title III Funding and Human Resources are being used to implement the Action Plan from September 2011 to June 2012.

Funding will be spent on:

- **Professional and Instructional Materials**
- **Supporting curriculum development during the school day**
- **Consumable instructional materials to be used during extended day**

Title IIA Supplemental Funding will support the strategies described by providing funds for substitute teachers to enable teacher attendance at Professional Development Workshops.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

At P.S. 115Q, 20% of 32 Special Education and General Education students, or a minimum of six students who performed at Level 2 of the 2011 NYS ELA exam will show one year's growth as evidenced by a three level increase on the Fountas and Pinnell benchmark reading assessment.

Comprehensive needs assessment

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

This is a priority area for improving student performance based on the 2011 New York State ELA results.

**Sources of data: 2010-2011 Progress Report
2010-2011 Quality Review**

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 teachers, through their teacher team work, will research innovative ways to teach Inferencing and Drawing Conclusions, while making sure these strategies will address the individual learning style of each child.

2. Materials will be purchased according to the needs of each grade level. Each teacher will work in differentiated, guided reading groups focusing on the Critical Analysis skills with Conferencing as a main activity.

3. An after-school ELA academic intervention class will be offered for nine weeks in the Winter of 2011-2012 in which the identified students will participate to improve their reading proficiency.

4. The students will also reinforce their understanding of these higher level reading skills by using Acuity and Study Island.

5. The identified students will be instructed in strategies for Inferencing and Drawing Conclusions during "Extended Day" three times a week.

5. Staff Development and parent workshops will be offered throughout the year.

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.

Although P.S. 115 is not a Title 1 school, Parent Workshops on how to assist your child in reading will be provided.

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.

Administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. Lead teachers are assigned to support struggling and unqualified teachers. Administration will provide ongoing support in school and will send struggling teachers to citywide and network professional development for training and assistance.

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.

The Assistant Principal is the service and program coordinator. She insures the completion of the following programs :

Violence Prevention Programs provided by SAPIS worker.

Nutrition Programs provided through School Food personnel.

Housing Program coordinated by SAPIS worker for those qualifying.

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.

Fair Student Funding (tax levy) will fund ELA/AIS (Academic Intervention Services) Programs.

OTPS will fund the materials needed.

Title IIA Supplemental Funding will support the strategies described by providing funds for substitute teachers to enable teacher attendance at Professional Development Workshops.

Title III funding will be used to assist the ELL students by providing additional instructional materials.

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	2	4	N/A	N/A	3	2	3	1
1	8	5	N/A	N/A	5	3	4	1
2	8	7	N/A	N/A	4	2	3	2
3	12	10	N/A	N/A	2	2	5	1
4	16	14	30	10	3	2	2	1
5	17	12	5	15	4	3	3	2
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	During the day, small group instruction focusing on individual needs and reading strategies in grades 1-5. Wilson Reading System, Abrams, Reading Trends, Steck-Vaughn-Reading an Building Word and Meaning Comprehension Series A(A-D), Rally Education – Step Up to Reading (Levels B,C,D) and Houghton-Mifflin-Specific Skills Book
Mathematics	During and after the school day, small group instruction using math technology based programs, manipulatives, problem solving games and the McGrawHill Math Series takes place. Enrichment activities are provided in math centers. During the 37.5 minute extended day period, teachers work one on one and in small groups using games, task cards, and activities on the Promethean Board.
Science	After school programs with small group instruction are provided to improve the knowledge and scientific ability of fourth grade students. Multi- level content area books are provided in the science room and the classrooms. Hands-on science is used to enhance cognitive skills when problem solving. In addition, enrichment activities are available to encourage higher level thinking.
Social Studies	During the school day, small group instruction is provided in content area units designed to improve the students’ knowledge and understanding of history and geography. The school theme, which is social studies based, is incorporated in plays, bulletin board displays and student writings. The Media Center contains computers, a Promethean Board and a wide- screen TV which are used to enhance research skills.
At-risk Services provided by the Guidance Counselor	Group and individual counseling, family counseling

At-risk Services provided by the School Psychologist	Parent outreach and family counseling for students not meeting promotional criteria
At-risk Services provided by the Social Worker	Referrals to outside agencies
At-risk Health-related Services	The nurse monitors students with health issues, such as peanut allergies, asthma and diabetes. She instructs the paraprofessionals assigned to these students.

**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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado / Mae Fong	District 26	Borough Queens	School Number 115
School Name The Glen Oaks School			

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

Principal James J. Ambrose	Assistant Principal Kathleen A. Sciortino
Coach n/a	Coach n/a
ESL Teacher Danielle Keller	Guidance Counselor n/a
Teacher/Subject Area Nicole Romano/General Ed.	Parent Marina Vodovozov
Teacher/Subject Area Santina D'Ignoti/Special Ed.	Parent Coordinator Kevin Burke
Related Service Provider n/a	Other n/a
Network Leader Mae Fong	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	561	Total Number of ELLs	41	ELLs as share of total student population (%)	7.31%
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Part II: ELL Identification Process

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

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

1. There are currently 561 students enrolled at P.S. 115Q, 41 students are ELLs (7.31%). The ESL Pull-Out program at P.S. 115Q enables students in Kindergarten through Fifth grade to receive additional rigorous enrichment in reading, writing, listening and oral language. When new admits enter P.S. 115Q, the ESL teacher screens them for participation in the ESL program. Certified licensed pedagogues have an informal oral interview, with the parents or students, in English or if needed in their native language, when filling out the HLIS Survey. Based upon meeting the criteria of the HLIS (answering other than English on one question on questions 1-4 and two on questions 5-8), if other than English is checked off on the survey, new admits are then assessed using the LAB-R (Language Assessment Battery-Revised) within the first 10 days from their admit date. If a Spanish speaking student doesn't pass the LAB-R, the student is also administered the Spanish LAB-R within the first 10 days from their admit date. The ESL teacher also double checks who has to take the LAB-R on the RLER report from ATS which list students eligible to take the LAB-R. The ESL teacher enters the OTELE code into ATS. Then, a copy of the HLIS is made and put into the main office. Then, the original is put into the students' cumulative record folder. If students score below proficiency (i.e, beginning, intermediate or advanced level) they are then identified as an ELL. The new ELL students' parents are invited to an orientation, within the first 10 days of their child's admit date, where parents are informed about 3 different programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) and make a decision of which program to enroll their child. Student's, who are receiving ESL services, take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language proficiency for the following school year. To ensure all ELLs take the NYSESLAT, the ESL teacher obtains a RLER report from ATS which lists all ELL students eligible to take the NYSESLAT. To guarantee all four components of the NYSESLAT (Listening, Speaking, Reading and Writing) are administered, the ESL teacher makes a roster for each component. Once the students take a component of the exam, the ESL teacher checks off that students name on that components roster. This is done until each student has a check next to their name for each component of the NYSESLAT. On this exam, if a student scores below proficiency, they are still considered an ELL and continue the program they are taking. If they score at or above proficiency they are now considered a FELL (Former English Language Learner) and enter a general education program. The ESL teacher, Ms. Danielle Keller, administers both of these exams (LAB-R and NYSESLAT). Currently there is one full time ESL teacher, Ms. Danielle Keller, who is fully certified to teach ESL Elementary Education.

2. The ESL teacher offers parent orientations at the beginning of the school year (September 2011) for all new ESL students' parents. If parents can't attend the orientation, the ESL teacher calls the parents to schedule a one-on-one orientation meeting at their convenience. During the orientations many documents are discussed, as well as the different programs that are available. In addition, the teacher gives a hand-out containing ways to encourage reading at home, Dial-A-Teacher and helpful ELL websites. Parents view a video that explains the three program choices they have to choose from. The video is shown in their native language if available. If their native language is not available, we also have translators in the school staff that are willing to help with translation. They are given the Parent Survey Selection Form and are given the option to fill it out after the meeting or at home. As new students enter during November 2011 to June 2012, the ESL teacher schedules one-on-one orientation meetings to inform the parent of their choices.

3. To ensure that parents are receiving entitlement letters, the ESL teacher attaches a tear-off, with the parent's signature on it, to be returned to her stating that their child will be receiving ESL services. The tear-offs are located in the ESL binder. When the ESL teacher distributes the Parent Survey and Program Selection, the teacher documents when she sent it out and when it was returned. If it is not returned in a timely fashion, the ESL teacher will contact the parents using the Translation Unit. The original copy of the survey is put into the students' cumulative folder and the ESL teacher has a copy for her records in her ESL binder. If the student is a transfer ELL, the ESL teacher contacts the previous school and requests the Parent Survey.

4. In order to maximize English language acquisition for English Language Learners, they are grouped by proficiency level and grade level. Beginner and Intermediate level students are seen for 360 minutes per week, or 8 periods a week. Two periods back to back of ESL are scheduled to amplify the rigorous English language instruction. Advanced level students are seen for 180 minutes per week, or 4 periods a week. For new admits, the level of proficiency the child is on is discussed with parents during the orientation at the beginning of the school year, in their native language if it is available. Students continuing ESL services receive this information on the entitlement letters sent home, with a tear-off, in their native language if it is available. The ESL teacher has these tear-offs located in her ESL binder. This is in alignment with the New York State ESL/ELA allotted instruction time based on the students' proficiency level.

5. Currently at P.S. 115Q Freestanding English as a Second Language Pull-Out program is offered and consistently parents have been requesting the ESL program. This school year, on the Parent Survey and Program Selection form, 14 parents out of a total of 14 selected the ESL program as their first choice. All of the parents opted out of the bilingual program. Last school year, 20 parents out of a total of 20 selected the ESL program as their first choice.

6. The program currently offered at P.S. 115Q, Freestanding English as a Second Language, is in alignment with all of the parents' requests and they are happy with the existing program. As per ASPIRA consent decree, if 15/20 students of the same language group in one or two contiguous grades whose program selections show bilingual education, then the school must have a bilingual education 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):

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	1	2	2	2								10
Total	2	1	1	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	37	2	7	4	0	2	0	0	0	41
Total	37	2	7	4	0	2	0	0	0	41
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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
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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	1	1	1									7
Chinese	1				1									2
Russian														0
Bengali														0
Urdu	2	2				1								5
Arabic														0
Haitian														0
French														0
Korean		1												1
Punjabi	7	3		1	1	4								16
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	3	0	0	2	3	2								10
TOTAL	14	9	1	4	6	7	0	41						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

□1. Our ELL program breakdown by grade level is: 14 Kindergarteners, 9 First graders, 1 Second grader, 4 Third graders, 6 Fourth graders and 7 Fifth graders (total 41 students). Out of the 10 students are in Special Education and newcomers, 27 of the ELLs are newcomers (receiving service 0-3 years) and 4 of the ELLs are receiving services for 4-6 years.

P.S. 115Q has a Pull-Out E.S.L Program. Students are grouped by proficiency and grade level. We have 5 groups in total: Beginner and Intermediate grades K-1, Beginner and Intermediate grades 2-5, Advanced grade K, Advanced grades 3-4 and Advanced 5.

2. The Beginner and Intermediate groups are seen for 90 minutes four times a week, or 8 periods a week (360 minutes). The Advanced groups are seen for a period of 45 minutes four times a week, or 4 periods a week (180 minutes).

The classroom teachers who have ELLs in their class are given a schedule of the times when those students will be pulled-out for ESL services. The teachers are aware of proficiency-levels of their ELLs. In addition, they know that beginner and intermediate ELLs will be getting 360 minutes a week of ESL services (8 periods) and advanced ELL's will be getting 180 minutes a week of ESL services (4 periods). Advanced ELLs get 180 minutes of ELA instruction per week as required under CR Part 154.

3. In our ESL program, instruction is only in the English language to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, puppetry, music, repetition, visual aids, Total Physical Response and Choral speaking. All ELLs receive 25% support of their native language with the use of different language glossaries in math, science and social studies, different language dictionaries and

A. Programming and Scheduling Information

different language independent reading books. Multiple interactive English language development researched based programs are used, such as Carousel of IDEAS, Leap Frog's Language First and Rosetta Stone. Carousel of IDEAS is an age-appropriate multileveled program of ELLs that is used for group instruction. It has research-based readings and language skills instructed together with innovative strategies for ELLs to encourage academic achievement. The Leap Frog's Language First program is implemented by using engaging audio, text and activities to motivate students to interact and learn the English language. Individual students and small groups use this program. The program matches students to just-right text, motivates students to read independently and teaches reading strategies. The Rosetta Stone language-learning program is utilized by immersing students into the English language with building vocabulary, syntax, grammatical forms and language learning strategies. This program is used for both group and one-on-one instruction. The topics for instruction are based on what the students are doing, in the content areas, with their classroom teacher. In addition, students will perform multi-step tasks that require high-order thinking. During these tasks, students will learn to make connections to texts, use prior knowledge, indulge in accountable talk, create authentic writing pieces and make inferences. Some tasks will be done in small groups where students will learn to solve problems by collecting, organizing and analyzing data. Rigorous tasks will end in a published product such as a report, an essay, response to literature, a presentation or a project.

4. We assess Spanish ELLs in their native language only when they enter the ESL program. They are administered the Spanish LAB-R, if they didn't reach a proficiency level on the English LAB-R, to see how fluent they are in their native language.

5. We have two SIFE students this year and they are provided with extra periods of ESL instruction beyond their required instructional units. During this small group period, students encounter differentiated instructions in tasks such as; vocabulary building, using reading and writing rods and books on tape to promote confidence in their academics of English language. They will also participate in Extended Day, Title III ESL After-School, AIS Math and ELA After-School, and any other After-School programs designed to improve performance in ESL, ELA and Math (pending the budget). They are also paired with other students that can help them with specific skills in reading and writing.

When a Newcomer enters the school they are immediately (within the first ten days of their admit date) tested in the LAB-R and placed in the parents selection choice or ESL program according to what level of proficiency they tested. ELLs are also partnered with another student that speaks the same native language as them. This is done so they are not overwhelmed by the cultural shock. In addition, many visual aids are used to elicit language development. They also participate in the Title III ESL After-School and any other After-School programs offered. All letters for these programs are translated into their native language (if available). To prepare them to take the ELA test, the teacher reviews practice tests so students are aware of what the test will look like. They are also taught different test taking strategies to use for reading comprehension and writing responses. Students are also encouraged to attend AIS Math and AIS ELA After – School for extra help in taking the state exams.

ELLs receiving service 4 to 6 years in the ESL program are placed in small groups and instruction is differentiated according to the students specific needs to improve their language development.

If an ELL is in the ESL program for a long term (beyond 6 years) they will receive an extra period of ESL of small group instruction. During this extra period they will receive targeted instruction on improving their reading and writing skills. Throughout their regularly scheduled ESL classes they will be paired with other students that can assist them in improving reading and writing skills.

6. We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. The grade-level materials we use are researched based program such as; Leap Frog's Language First -Read All About It Program, Learning Well Reading Comprehension Program, Hot Dots and Building Skills Puzzles. These programs include hands-on language activities using academic content. The Leap Frog's Language First "Read All About It" program is motivating students to learn about non-fiction age- appropriate topics and building their language skills. The Learning Well Reading Comprehension board games is an innovative way to build reading comprehension skills such as inferencing, main idea, sequencing, cause and effect, following directions, logical reasoning and predicting outcomes. The "Hot Dots" program is a hands-on to encourage students to work independently on building their language skills. There are phonics flash cards with the following topics: vowels, variant vowels, consonants, blends and digraphs, reading readiness and word families. In addition, there are reading comprehension cards such as: getting the main idea, noting and recalling details, drawing conclusions and predicting outcomes, using context clues, finding the sequence, finding cause and effect and making inferences. The Basic Skills Puzzles are a fun and effective way to improve reading and language skills. This hands-on puzzle motivates students to learn homophones, homonyms, irregular plural nouns, antonyms, the alphabet, rhyming words, compounds, consonant blends and digraphs and silent consonants.

A. Programming and Scheduling Information

We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. We also use "Rhymes and Times", a researched based math program. This program engages students with hands-on materials, visuals and rhymes to learn and retain math skills.

7. We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Dual Language
75%	
50%	
25%	
100%	Freestanding ESL
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. Since ELLs are required to take all state exams after being in a NYC school for one year, supplemental services are provided to maximize performance on these exams as well as language development. We provide translators (if needed) for ELLs when taking the Math state exam. Special Education ELL's also receive certain on their I.E.P. such as separate locations, time-and-a half, double time, directions read and reread (not on ELA exams), questions read and reread (not on ELA exams) and answers read and reread. Teachers and students, using English, also utilize Accelerated Reader in the classroom and at home to build independent reading skills and comprehension of the English language. In the English language we conduct A.I.S. after school programs, which are offered at different times of the year. We have three different A.I.S. programs: ELA, Math, and Science. The ELA and Math A.I.S. programs are offered in the winter months and the Science A.I.S. is offered in the spring months. These A.I.S. programs provide innovative strategies for ELLs to encourage their improvement in academic achievement. In addition, ELLs are also encouraged to attend Extended-Day to have extra small group instruction to build their English language skills.

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10. We will be implementing the Study Island assessment and remediation program for reading and math. We would also like to execute LAS Links online which is a comprehensive and integrated system of assessment, instructional placement instructional guidance, and support of all English language learners (pending funding). In grades K to 5, Bloom's Taxonomy Higher Level Thinking Activities will be taking place first period on Tuesdays and Thursdays. In addition, ELLs are also a part of inquiry to build skills in reading and writing of the English language.

11. The programs and services for ELLs are intact with funding pending.

12. All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free programs. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. Geocaching After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement (pending on Title III funding). The Robotics After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills. In addition, we have a Samuel Field "Y" After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program provides a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extra curricular activities at P.S. 115Q. We have Art, Music, Media Center and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, "The Bulldogs" offered to all 5th graders.

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13. The ESL teacher uses instructional research based materials in the ESL program which include Leap Frog "Language First", "Read - It-All" books and the "Phonemic Awareness" series , Houghton Mifflin "Vocabulary Readers" and Houghton Mifflin "Leveled Readers", Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, Reading Comprehension and Phonics

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

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

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

D. Professional Development and Support for School Staff			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
1.	<p>At P.S.115 there is only one ELL fully certified teacher. She receives, on a monthly basis, Professional Development emails from the Office of English Language Learners. She chooses which P.D. to go to with discretion to the importance of the workshop. On October 4th she attended the LAS Links Online meeting to learn about an assessment tool for ELLs. She attended a full day workshop on November 8th, entitled "From Theory to Practice: English Language Learners and the Common Core Standards". She also attends at least 3 ELA and Math professional development workshops that are held in P.S.115Q. In addition, the ELL teacher is sent to ELL Professional Development Network Leaders workshops (monthly). So far she attended workshops on September 14th, October 7th and October 18th. In addition, she will attend the Vertical Teacher Team meetings in November and February. On December 8th, January 12th, and 19th the ESL teacher will have workshops for the content area teachers. These workshops will help inform the teachers about the programs used in the ESL classes. Alternative approaches will be discussed to enhance the teaching of ELL students. These approaches focus on creating open-ended learning opportunities that lead to student-directed activities, critical thinking and collaboration with peers.</p>		
2.	<p>To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school. Also the Common Core State Standards help in this transition since it scaffolds academic content skills.</p>		
3.	<p>Professional development opportunities are offered to all school staff members during Workshops, Staff Development, Vertical Teacher Team meetings and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All new teachers have documentation in their permanent file that states they have received 7.5 hours of ELL training. □</p>		

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)
parents? 100%	
3. How do you evaluate the needs of the parents? 75%	
4. How do you evaluate parental involvement activities? 50%	
1. In the school community there are many service providers. 25%	
Dual Language	
will be learning this year. There are also 2 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. To help the parents using these workshops, we have translators available that speak Spanish, Chinese (Cantonese or Mandarin), Punjabi, Hindi, Urdu, Bengali, etc. 100%	
26. Parents are also encouraged to attend a monthly meeting to discuss their child's progress. 75%	
to contact parents about upcoming workshop and activities on the C.D.L.C. 100%	
Freestanding ESL	
2. We have a partnership with Community Based Organizations to provide services for the ELL parents. FACE and the UFT provide literacy workshops for parents to become involved in their child's education. Early Stages offers parents the opportunity to observe storytelling sessions (25% of funding). P.S. 115 a	

E. Parental Involvement

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

1. In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year each grade hosts a Curriculum Orientation meeting. Parents meet with their children's teachers and are informed about what their child will be learning this year. There are also 2 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. To help the parents using these workshops, we have translators available that speak Spanish, Chinese (Cantonese or Mandarin), Punjabi, Hindi, Urdu, Bengali, Arabic and Malayalam. We also promote an Adult ESL workshop offered at P.S. 26. Parents are also encouraged to attend a monthly PTA meetings and SLT members meetings. There is also an Early Learner workshop where parents are given a handbook containing reading, math and socialization strategies. The parent coordinator has a distribution email list to contact parents about up-coming workshop and vacancies on the C.D.E.C.

2. We have a partnership with Community Based Organizations to provide services for the ELL parents. FACE and the UFT provide literacy workshops for parents to become involved in their child's education. Early Stages offers parents the opportunity to observe storytelling sessions (pending funding). P.S. 115 also utilizes the Over-the-phone Interpretation Services when contacting an ELL parent. In addition, we also promote parents of ELLs to attend Free Adult English as a Second Language workshops P.S. 26Q.

3. To evaluate the needs of the parents, they are asked to fill out feedback questionnaires. We also have parents fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. This information is entered into ATS. The parent coordinator and some teachers communicate via email about any concerns the parents may have. In addition, parents also communicate with the classroom teacher through the students homework notebook on a daily basis. We also communicate with parents during parent teacher conferences, S.L.T., P.T.A. meetings, school functions such as Multicultural Day.

4. To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent workshops serving various purposes and needs to support education. Translators are available to help assist parents during the workshops. (Languages available are mentioned in number 1.) In addition, bilingual math, science and social studies glossaries are sent home in their native language if available. There are many opportunities for parents to become involved in their child's school by being part of the SLT, PTA, going on a class trip or becoming a class parent. Also, at PTA meetings the agenda has topics for parents to be proactive in their child's education and learn about new programs or ways to help their children do well in school. Many of the hand-outs during the PTA meetings are translated into different languages. Many parents assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. Also, during the PTA meetings we offer services to watch school age children while the parents attend the PTA meeting. We promote Dial-A-Teacher to parents and students to help them with homework issues. In addition, we encourage parents to use the ARIS parent link which shows the progress of their child's skills on the ITA's.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. For students reaching proficiency in English they are placed in the reading program for extra assistance. In addition, they are offered to attend any AIS After-School programs. FELLs are in partnerships in their classroom to assist in the learning process of all content areas and teacher also differentiate instruction based on the students level and needs. Also, they are given extra-time to take all state exams due to being a FELL. In addition, the reading teacher assesses the FELL's to see who will benefit from being in the reading program for extra assistance to build their reading comprehension and vocabulary skills.

10. We will be implementing the Study Island assessment and remediation program for reading and math. We would also like to execute LAS Links online which is a comprehensive and integrated system of assessment, instructional placement instructional guidance, and support of all English language learners (pending funding). In grades K to 5, Bloom's Taxonomy Higher Level Thinking Activities will be taking place first period on Tuesdays and Thursdays. In addition, ELLs are also a part of inquiry to build skills in reading and writing of the English language.

11. The programs and services for ELLs are intact with funding pending.

12. All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free programs. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. Geocaching After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement (pending on Title III funding). The Robotics After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills. In addition, we have a Samuel Field "Y" After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program provides a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extra curricular activities at P.S. 115Q. We have Art, Music, Media Center and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, "The Bulldogs" offered to all 5th graders.

13. The ESL teacher uses instructional research based materials in the ESL program which include Leap Frog "Language First", "Read - It-All" books and the "Phonemic Awareness" series , Houghton Mifflin "Vocabulary Readers" and Houghton Mifflin "Leveled Readers", Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, Reading Comprehension and Phonics

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.

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)?

D. Professional Development and Support for School Staff

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

1. At P.S.115 there is only one ELL fully certified teacher. She receives, on a monthly basis, Professional Development emails from the Office of English Language Learners. She chooses which P.D. to go to with discretion to the importance of the workshop. On October 4th she attended the LAS Links Online meeting to learn about an assessment tool for ELLs. She attended a full day workshop on November 8th, entitled "From Theory to Practice: English Language Learners and the Common Core Standards". She also attends at least 3 ELA and Math professional development workshops that are held in P.S.115Q. In addition, the ELL teacher is sent to ELL Professional Development Network Leaders workshops (monthly). So far she attended workshops on September 14th, October 7th and October 18th. In addition, she will attend the Vertical Teacher Team meetings in November and February. On December 8th, January 12th, and 19th the ESL teacher will have workshops for the content area teachers. These workshops will help inform the teachers about the programs used in the ESL classes. Alternative approaches will be discussed to enhance the teaching of ELL students. These approaches focus on creating open-ended learning opportunities that lead to student-directed activities, critical thinking and collaboration with peers.

2. To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school. Also the Common Core State Standards help in this transition since it scaffolds academic content skills.

3. Professional development opportunities are offered to all school staff members during Workshops, Staff Development, Vertical Teacher Team meetings and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All new teachers have documentation in their permanent file that states they have received 7.5 hours of ELL training. □

E. Parental Involvement

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

1. In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year each grade hosts a Curriculum Orientation meeting. Parents meet with their children's teachers and are informed about what their child

E. Parental Involvement

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

1. In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year each grade hosts a Curriculum Orientation meeting. Parents meet with their children's teachers and are informed about what their child will be learning this year. There are also 2 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. To help the parents using these workshops, we have translators available that speak Spanish, Chinese (Cantonese or Mandarin), Punjabi, Hindi, Urdu, Bengali, Arabic and Malayalam. We also promote an Adult ESL workshop offered at P.S. 26. Parents are also encouraged to attend a monthly PTA meetings and SLT members meetings. There is also an Early Learner workshop where parents are given a handbook containing reading, math and socialization strategies. The parent coordinator has a distribution email list to contact parents about up-coming workshop and vacancies on the C.D.E.C.

2. We have a partnership with Community Based Organizations to provide services for the ELL parents. FACE and the UFT provide literacy workshops for parents to become involved in their child's education. Early Stages offers parents the opportunity to observe storytelling sessions (pending funding). P.S. 115 also utilizes the Over-the-phone Interpretation Services when contacting an ELL parent. In addition, we also promote parents of ELLs to attend Free Adult English as a Second Language workshops P.S. 26Q.

3. To evaluate the needs of the parents, they are asked to fill out feedback questionnaires. We also have parents fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. This information is entered into ATS. The parent coordinator and some teachers communicate via email about any concerns the parents may have. In addition, parents also communicate with the classroom teacher through the students homework notebook on a daily basis. We also communicate with parents during parent teacher conferences, S.L.T., P.T.A. meetings, school functions such as Multicultural Day.

4. To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent workshops serving various purposes and needs to support education. Translators are available to help assist parents during the workshops. (Languages available are mentioned in number 1.) In addition, bilingual math, science and social studies glossaries are sent home in their native language if available. There are many opportunities for parents to become involved in their child's school by being part of the SLT, PTA, going on a class trip or becoming a class parent. Also, at PTA meetings the agenda has topics for parents to be proactive in their child's education and learn about new programs or ways to help their children do well in school. Many of the hand-outs during the PTA meetings are translated into different languages. Many parents assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. Also, during the PTA meetings we offer services to watch school age children while the parents attend the PTA meeting. We promote Dial-A-Teacher to parents and students to help them with homework issues. In addition, we encourage parents to use the ARIS parent link which shows the progress of their child's skills on the ITA's.

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	4	0	1	0	2								12
Intermediate(I)	4	5	1	0	2	0								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	5	0	0	3	4	5								17
Total	14	9	1	4	6	7	0	0	0	0	0	0	0	41

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	0	0						
	I		0	0	1	0	1	0						
	A		5	0	0	2	1	3						
	P		9	3	5	5	7	7						
READING/ WRITING	B		4	0	1	0	2	0						
	I		5	0	0	2	0	2						
	A		0	0	3	4	4	3						
	P		5	3	2	1	3	5						

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		7		0		10
8									0
NYSAA Bilingual Spe Ed									0

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

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

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.

Part VI: LAP Assurances

School Name: P.S. 115Q

School DBN: 26Q115

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James J. Ambrose	Principal		10/25/11
Kathleen A. Sciortino	Assistant Principal		10/25/11
Kevin Burke	Parent Coordinator		10/25/11
Danielle Keller	ESL Teacher		10/25/11
Marina Vodovozov	Parent		10/25/11
Nicole Romano/General Ed.	Teacher/Subject Area		10/25/11
Santina D'Ignoti/Special Ed.	Teacher/Subject Area		10/25/11
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
N/A	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q115 **School Name:** The Glen Oaks School

Cluster: CFN 535 **Network:** CEI-PEA

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.

At P.S. 115 Q most of the student population is made up of different Indian, Spanish, and Asian dialects. To find out this information we looked at the data on the Home Language Identification Survey (HLIS) and on the Ethnicity Form. Every child has to have these forms on record since their first day of school. The data from the HLIS is recorded into ATS and a copy of each survey is filed in the main office to maintain whether the parent requires language assistance. To increase the level of communication forms that are sent home are translated into Punjabi, Urdu, Bengali, Hindi, Spanish, Korean and other Indian dialects when possible. All forms have the English and their Native Language translations to ensure interpretation of the information. During PTA meetings translators are available to insure communication.

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

The 41 parents of ELL's are given a letter asking what language they prefer notes to be sent home in. The majority of the letters being translated are in Punjabi, Hindi, Chinese, and Spanish. The ESL teacher gives each ELL student the letter in their native language.

There are 4 parents that requested notes to be sent home in Punjabi translation, 5 parents in Hindi translation, 2 parents for Chinese translation, 1 parent in Urdu translation and 5 for Spanish translation. The other parents requested that the notes be sent home in English. The ESL teacher insures that letters are sent home in the written translation requested. During Parent/Teacher Conferences translators of Punjabi, Hindi, Chinese and Spanish are available to help with oral translation.

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.

To translate forms to be sent home the forms are first given to the ESL teacher. Then, the ESL teacher gives the forms to our in-house school staff translators of Punjabi, Hindi, Spanish, Arabic, Bengali, and Chinese (Cantonese or Mandarin). These forms are always given to the translators 1 week in advance to ensure timely provision of translated documents to the parents. If we need to translate a form for a much later date that form would be sent to the DOE translation unit. In addition, when forms are available on the Internet in different languages they are downloaded in the languages needed. If the languages we need are not available on the Internet, the DOE translation unit or in-house translators then we use an outside vendor for translations.

In addition, for all newcomer ELL's, the ESL teacher calls these parents (with a translator if needed) to discuss if their child will benefit from having the Math State exam orally translated into their native language. The ESL teacher also discusses this with the ELL.

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.

Teachers are provided with the Translation Unit telephone number to assist oral communication with parents in their native language. In addition, in-house oral translation is provided by school staff in Punjabi, Hindi, Urdu, Bengali, Malayalam, Arabic, Spanish and Chinese (Cantonese or Mandarin). We also use "Legal Interpreting Services", an outside contractor, to translate Math State exams for students who will benefit from the translation assistance.

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>.

At P.S. 115Q we fulfill Section VII of the Chancellor's Regulations – A663 regarding parental notification requirements for translation and interpretation services. The parents were notified by letter of the translations available in-house. New admits/transfers complete a Home Language Survey indicating the language they want to receive written communications.

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: P.S. 115Q	DBN: 26Q115
Cluster Leader: Debra Maldonado	Network Leader: Mae Fong
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: <u>20</u> Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" 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: <u>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The instructional Title III Program is the E.S.L. Geocaching after-school Program. One certified E.S.L teacher, using English as the sole language of instruction, teaches the program. It's offered to all ELLs in grades 2-5 (about 20 students). The duration of the program is 40 sessions at two hours a session twice a week (Tuesdays and Thursdays) starting in December 2011 and running until late May 2012. To meet the different needs of our ELL's we will categorize them by grade and level of proficiency of the English language. There will be 2 groups and each group will be seen for 20 two hour sessions.

The Principal is the only Supervisor available to supervise the ESL Program after school at P.S. 115Q. In addition, the ESL Program is the only after school program available for students requiring additional support. Therefore, the need for supervision is a necessity. This is a legal obligation.

Direct Instruction is mandated for the ELL population since it is a sub-group at risk. P.S. 115's Progress Report rating last year was a "C", with an "F" rating in progress. As a result, we have been directed by our CFN Network to maximize instruction after school for the mandated ELLs and to raise the instructional level of these students. Our hope is that this support will raise the overall progress rating level, as well as the actual progress and performance levels.

The focus of our Language Instructional Program will incorporate a thematic approach entitled "Building Geography." This program will provide "Direct Supplemental Instruction" after school for our ELL student population. To reinforce second language acquisition, the activities that occur are hands-on projects connected with rigorous reading and writing pieces. The activities are geared to strengthen independent reading, build fluency and expand reading and writing experiences. This year we will continue and expand the geocaching program by focusing on analyzing and evaluating different graphs and maps. We will also go on a class trip to The Hall of Science to investigate and explore hands-on experiments. They will also write an authentic writing piece about their experiences at the Hall of Science. To emerge ELLs and have them grow as writers and speakers bridging language and culture in a non-threatening environment, the ESL teacher will differentiate instruction based on the student's level and needs of the core subjects. This program is a fully hands-on program that integrates various learning standards in the academics of science, math, reading and writing. Students will encounter teamwork and management skills providing a well-balanced and comprehensive array of language activities that support the academic, social and emotional development of ELL children in the 21st century.

This year we will purchase LAS Links Online program. This researched based program is a comprehensive and integrated system of assessment, instructional placement, instructional guidance, and support for all ELLs. It measures academic and social competence in four learning domains- Listening, Speaking, Reading and Writing. The results of this assessment will enable the ESL teacher to monitor and report ongoing progress. In turn, this will show which skills need to be strengthened on an individual basis.

In addition, we will purchase multicultural resources from "ASIA FOR KIDS". Books in different

Part B: Direct Instruction Supplemental Program Information

languages and videos of different cultures will be implemented. This will encourage and emerge our Newcomer, Beginner and Intermediate students to be comfortable with reading in a school setting.

It is our sincere expectation that, with this program, our ELL students will learn skills in literacy, math, mapping, technology, science, and socialization. The rationale for the selection of the programs/activities comes directly from our C.E.P. Our objective, in the C.E.P., is to provide innovative strategies for ELL students, which encourage their improvement in academic achievement.

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: Professional development opportunities are offered, to all staff members who serve ELLs, during extended days on Thursday from 2:45 P.M. to 3:17.5 P.M. The ESL teacher will present two different workshops, one in December and one in January. The December workshop will contain information about "The Fundamentals of Language Acquisition and the Teachers Role". This workshop will help the classroom teachers better understand the language process for our ELLs and how they can better serve them. The January workshop will contain information about "Improving the Higher Level Reading Strategies of ELLs by Using Informational Texts in Guided Reading". This workshop will help the classroom teachers learn new strategies on how to implement informational text to ELLs while in guided reading groups.

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: The ESL teacher invites all ELL parents that have children attending the Title III after school program to the last two sessions of the program (total of four sessions). The parents are notified with a translated letter (if available) inviting them to attend our Geocaching event. They are asked to fill in the tear-off if they will or will not be able to attend the event. They will be instructed by the ESL teacher and their children on what they learned about Geocaching. In addition, they will get hands-on experience with Geocaching and finding an actual cache (a hidden treasure) using a G.P.S. Doing so will create conversations amongst the parent and their child on different aspects of Geocaching. This also builds and expands the parent and child relationship where the child teaches the parent about Geocaching. The parent is proud of their child and the child is proud of themselves. In addition, parents are also invited to attend the experience of exploring the Hall of Science in May of

Part D: Parental Engagement Activities

2012.

Part E: Budget

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

Allocation Amount: \$11,200

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 	<u>\$8,641.30</u>	<u>40 sessions x 2 hours x 1 teacher w/ fringes = \$3,991.20</u> <u>40 sessions x 2 hours x 1 supervisor w/ fringes = \$4,151.20</u> <u>10 planning sessions x 1 hour x 1 teacher w/ fringes = \$498.90</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$520.00</u>	<u>Exploration of the Hall of Science 2 trips @ \$260 per trip= \$520.00</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$538.70</u>	<u>Resources from "ASIA FOR KIDS"</u>
Educational Software (Object Code 199)	<u>\$1,500.00</u>	<u>LAS Links Online Form A Full Administrations-English @ \$1,500.00</u>
Travel		
Other		
TOTAL	<u>\$11,200</u>	