



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE INSTITUTE OF ENVIRONMENTAL LEARNING AT PS/MS 15

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10x015

**PRINCIPAL:** TARA R. EDMONDS    **EMAIL:** TEDMONDS@SCHOOLS.NYC.GOC

**SUPERINTENDENT:** SONIA MENENDEZ

**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
Tara R. Edmonds	*Principal or Designee	
Eugenie Sullivan	*UFT Chapter Leader or Designee	
Lorrie Bennett	*PA/PTA President or Designated Co-President	
Judith Velazquez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Yvonne Williams	CBO Representative, if applicable	
Jennifer Levitt	Member/Teacher	
Zulma Torres	Member/Teacher	
Carol Lebron	Member/PTA Co-President	
Melissa Charles	Member/Parent	
Miguelina Martinez	Member/Parent	
	Member/	
	Member/	

## **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, English Language Learners identified as at risk will approach, meet or exceed ELA performance standards by being provided with differentiated targeted intervention. The student achievement will be measured in the quality ( level 2 and above) of the student portfolios, their IEP goals, and or an increase of level 1 to level 2 and level 2 to 3 on the State ELA and Math tests.

### **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.

The identified need that generated this goal is based on the fact that the English Language Learners met Adequate yearly progress in safe harbor during the 2009-2010. In the year 2010-2011, the English Language Learners did not need Adequate yearly progress. This indicates that there is a need to provide additional support to students that are English Language Learners.

Additionally, sixteen of the English Language Learners are also Students with Disabilities and are in need of differentiated instruction to meet their individual learning needs and styles as referenced in the 2010-2011 Peer Review.

Lastly, the NYSESLAT results indicated that there was movement from beginners to intermediate but a consistent movement needs to occur to reach the level of proficiency.

### **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 Support**

- Team teaching with licensed ESL teacher
  - Continuous professional development in Avenues Program and best practices of language acquisition
  - Continuous professional development in differentiated instruction to further meet the needs of our ELL population
  - Planning periods with push in ESL teacher to strengthen collaboration
  - Extended time support to provide targeted small group instruction
  - Professional development on creating standards based common assessments
  - Math coaches
  - Literacy AUSSIE

### **Student Support**

- Implementation of AVENUES Program in order to strengthen language acquisition in addition to

reading, writing, listening and speaking skills.

- Integrate technology with Smart Board and classroom computers to meet various learning styles and modalities
- Mini computer lab that will enhance and support a differentiated program using the differentiated program for struggling readers and writers: Imagine Learning
- Participate in targeted small group instruction with classroom teacher
- Math cluster teacher
- Differentiated instruction to meet the wide range of needs of students
- After school, Saturday School, Spring Academy and Extended time to further support language

**Responsible Staff Members:**

- Literacy and Math coaches
- Classroom teachers
- ELL Teacher
- Administration
- Consultants

**Target Population:**

- Current ELL students (Beginner, Intermediate and Advanced proficiency levels)
- Former ELL's to provide continued academic support
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**Instruments of Measure:**

- ECLAS 2 Assessment K-3
- TREASURES-Assessment Grade 3
- Trade Books
- Acuity Assessment 3-8
- NYSELAT Assessment K-8
- Standardized Assessments 3-8
- Math unit assessments
- Informal classroom assessments
- NYC Performance Tasks

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title 1 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.

In alignment with our PIP, we try to increase parental involvement through the following.

- training and professional development for parents;
- regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA);
- school events (e.g., curriculum nights, parent-teacher conferences); and have access to materials and resources that will be made available to parents for in school and /or at home use to support their child's learning and monitor student progress;
- go on classroom trips and attend celebrations.

**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.

In order to attract highly qualified teachers we utilize a screening committee that evaluates the resumes, interviews are conducted through the personnel committee, new candidates present demo lessons and then candidates are selected. After that new teachers, are paired with school based mentors , teachers are provided with professional development opportunities, new teacher portfolios are kept and presented prior to being granted tenure. Teachers are observed and provided with effective feedback. Teachers are placed on teacher teams with colleagues that teach similar subject. Teachers are provided with opportunities to work on data, lesson planning and grade meetings. This is how we will meet this goal.

**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.
- Services and programs are provided in grades K-2 with the Cook Shop program, Grades 3 the Seeds to Trees program and Safety City. Grade 4 works with programs from the NYC Botanical Gardens, Grades 5-8 attend workshops at the NYC Tolerance Museum and all grades have an opportunity to work with our CBO Good Shepard which is housed in our building.

**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.

**Human Resources**

- Classroom teachers
- ESL teacher
- Literacy and Math coach
- Literacy and Math staff developer
- Literacy and Math cluster teachers
- Technology cluster teacher
- Consultants

**Funding Sources**

- Tax Levy
- Title 1
- Title III

## 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.

To improve the instruction for our students with disabilities population by increasing our teacher knowledge base of differentiated instruction and our academic interventions in order to gain a 3% increase in the number of students reaching a level two or three as evidenced by the 2011-2012 ELA State Exams.

### **Comprehensive needs assessment**

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

The identified need that generated this goal is based on the fact that the Students with disabilities did not meet Adequate yearly progress during the 2009-2010 or 2010-2011 school years. This indicates that there is a need to provide additional support to students that have disabilities.

Additionally, many of the Students with Disabilities are also English Language Learners and are in need of differentiated instruction to meet their individual learning needs and styles as referenced in the 2010-2011 Peer 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.

### **Strategies:**

#### **-General Education Students with IEP's**

Students with IEP's in general education classes will receive support from both the classroom teacher and a SETTS teacher. This support and instruction will be provided during ELA and math instruction within the general education classroom. In addition, students classified as part time special education will be placed in a self-contained special education class for their area of academic need or receive instruction in a part time special education class.

#### **-Self Contained Special Education Classes**

Teachers and administrators will collaboratively assess which students will qualify for mainstreaming into a general education class. The criteria for mainstreaming will include student academic ability in addition to the social and emotion development of the child. Throughout the year, teachers and administrators will monitor the progress of these students during mainstreaming

#### **At Risk Students in General Education and Special Education**

At risk students will be identified based on assessments such as State ELA and Math assessments, ECLAS 2, DRA's, Everyday Math Unit assessments/IMPACT Math, running records, conferring and informal teacher observations. These students will be provided targeted small group instruction in a variety of modalities including guided reading, guided math, after school and extended day programs. Also, classroom teachers and paraprofessionals will provide differentiated instruction to their at risk students.

Throughout the year, these students will be assessed to determine next steps and continuously inform instruction

- a) Administration and IEP teacher: Mandatory biweekly/monthly common meeting time (1-2 periods a month).
  - To share information and ideas with other Special Education colleagues.
  - To create opportunities for teachers to discuss student information and progress with Related service providers so that IEP meetings are more informative and cohesive. Administration, IEP teacher, and Special Education teachers: Case studies by class where teachers present information about a student with a particular disability.
  - To share information on individual students in order to share ideas on how to modify the classroom structure for similar students.
  - To create standard procedures for dealing with particular disabilities. IEP Teacher and Consultants: Training and Implementation of Applied Behavioral Analysis (ABA) and student schedule task techniques into classroom teaching and structure.
  - To modify negative behaviors and habits and improve motivation for special needs students (ABA).
  - To break down tasks and assignments into smaller more manageable components for special needs students (ABA).
  - To create structured and scheduled learning activities in the classroom. Administration IEP and consultants: provide the entire staff with training in special education protocols, mandates, procedures, teacher responsibilities, etc.
  - To train all personnel on the IEP process and to disseminate information about utilizing the student's IEP in order to provide teachers with a clear understanding of their needs.
  - To provide opportunities for teachers to share best practices and strategies that may be used with many students.
  - Administration, SESIS Specialist, and IEP teachers and Classroom Teachers to create small remediation groups for special needs students during the extended time periods that focus on teaching very basic skills that are often difficult to incorporate into the classroom time (Wilson, Imagine Learning, Uptown Reading - Learning)

#### **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.
  - training and professional development for parents;
  - regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA);
  - school events (e.g., curriculum nights, parent-teacher conferences); and have access to materials and resources that will be made available to parents for in school and /or at home use to support their child's learning and monitor student progress;
  - go on classroom trips and attend celebrations.

#### **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.

In order to attract highly qualified teachers we utilize a screening committee that evaluates the resumes, interviews are conducted through the personnel committee, new candidates present demo lessons and then candidates are selected. After that new teachers, are paired with school based mentors, teachers are provided with professional development opportunities, new teacher portfolios are kept and presented prior to being granted tenure. Teachers are observed and provided with effective feedback. Teachers are placed on teacher teams with colleagues that teach similar subject. Teachers are provided with opportunities to work on data, lesson planning and grade meetings. This is how we will meet this goal.

**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.

Services and programs are provided but not limited to: in grades K-2 with the Cook Shop program, Grades 3 the Seeds to Trees program and Safety City. Grade 4 works with programs from the NYC Botanical Gardens, Grades 5-8 attend workshops at the NYC Tolerance Museum and all grades have an opportunity to work with our CBO Good Shepard which is housed in our building.

**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.
- CFN support staff: Special Education Team (\$30,000)
- Consultants: AUSSIE: (\$7106)
- Per session: 41.98
- Programs: Imagine Learning (7,500), Uptown Learning (\$5,000)
- TRAINING: Imagine Learning (2000), Wilson (\$4,000)
- (\$3,500) Inquiry Team focus
- IEP SMART goals will be monitored using formative assessments and progress reports

### 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.  
To improve lesson implementation in order to align instruction to the new Common Core Standards and increase the percentage of students meeting and or exceeding the new State Standards by 3-5% in both ELA and Math as evidenced by the State Standardized exams across grades 3-8 by June 2012.

#### **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.  
In order to meet the citywide expectations, we will continue to unpack the Common Core Standards by developing curriculum unit plans. Additionally to meet the Chancellor's expectations, we will implement a unit of study from the common core library for each grade in math and literacy.

#### **Instructional strategies/activities**

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

ALL TEACHERS/COACHES/CONSULTANTS

DURATION Sept – June 2012

- Administration/Teaching personnel/ Ongoing: The grade teams led by their assistant principals will continue to plan collaboratively in grade meetings and on preparatory periods.
- Incorporation of essential and guiding questions in lessons.
- Administration/Ongoing: Schedule common daily preps when possible to provide time for teachers to plan with their partners and elaborate on lessons.
- Administration/ Ongoing: Specific lesson criteria will be developed in collaboration with teachers in order to ensure that expectations are clear (use of content vocabulary, differentiation, student engagement....)
- Teachers in all subjects will incorporate subject vocabulary.
- Teachers will provide time for students to manipulate newly acquired vocabulary in listening, reading, speaking, and writing.
- Administration/ Ongoing: Will consistently provide written feedback to teachers on informal observations of lessons.
- Administration/Teachers/Ongoing: Focused inter-visitations will be conducted in order for teachers to receive peer feedback.
- Teachers (on a voluntary basis) will be video taped and these lessons will be used during professional development to discuss best practices.
- Consultants such as AUSSIE (focus on writing),
- Ongoing: Administration will provide with professional development and critical feedback on their work.
- Ongoing: Administrative staff will be trained in the Danielson format of observation in order to provide teachers with specific criteria that will improve practice.
- Individual Student/Teacher Matrix will support teachers in making teacher moves that support student progress.
- feedback will be provided throughout the year.

**SUPPORTS:** Teacher Center Personnel, Assistant Principals, collegial feedback,

- consultants (AUSSIE consultant, CFN Support Staff), Data Specialist, and data

**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.
  - training and professional development for parents;
  - regularly scheduled parent and school meetings (e.g., SLT, Annual Tittle I Parent Meeting, Tittle I Parent Committee, PA or PTA);
  - school events (e.g., curriculum nights, parent-teacher conferences); and have access to materials and resources that will be made available to parents for in school and /or at home use to support their child’s learning and monitor student progress;
  - go on classroom trips and attend celebrations.

**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.

In order to attract highly qualified teachers we utilize a screening committee that evaluates the resumes, interviews are conducted through the personnel committee, new candidates present demo lessons and then candidates are selected. After that new teachers, are paired with school based mentors , teachers are provided with professional development opportunities, new teacher portfolios are kept and presented prior to being granted tenure. Teachers are observed and provided with effective feedback. Teachers are placed on teacher teams with colleagues that teach similar subject. Teachers are provided with opportunities to work on data, lesson planning and grade meetings. This is how we will meet this goal.

**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.

Services and programs are provided but not limited to: in grades K-2 with the Cook Shop program, Grades 3 the Seeds to Trees program and Safety City. Grade 4 works with programs from the NYC Botanical Gardens, Grades 5-8 attend workshops at the NYC Tolerance Museum and all grades have an opportunity to work with our CBO Good Shepard which is housed in our building.

**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.

## 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, all teachers will be supported to use a variety of instructional strategies and materials to plan and implement effective and engaging curriculum. This goal will be measured by: an increase in student content knowledge and a deepening of enduring understandings as per student portfolios and state assessments; and an increase in student engagement as per observations, project based activities, surveys and attendance.

### **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.

In order to continue to increase quality of the student work, the continuous development of curriculum, teaching practices, unit development and teacher content knowledge needs to be refined through on going professional development. This is evidence through goal setting conferences, teacher team meetings, learning environment surveys, grade meetings and results of the Math and Language Arts state exams.

### **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.

**Target Population:** Staff

**Responsible Staff:** Principal, Assistant Principal, Coach and teachers

**Timeline:** September 2011 – June 2012

### **Actions:**

- Staff is surveyed regularly to help us to design a differentiated professional development plan for the year
- Professional development plan is developed in collaboration with professional development team
- Consultants are identified to provide services
- All teachers have assigned coach, and new teachers also have mentors to work with them to refine their units of study in all content areas and/or support areas of need
- Professional development is offered by coach on a weekly basis, providing demonstration lessons, co-teaching, one-to-one support. In addition they schedule inter-visitations, gather resources for teachers, plan and facilitate professional development meetings
- Staff curriculum meetings are planned and facilitated by Principal, Assistant Principal, coach and/or teachers; teachers are grouped according to their differentiated needs

- Teachers are encouraged to attend Department of Education sponsored workshops
- Teachers are encouraged to turnkey learning gained through external professional development
- Common grade meetings will be scheduled once a month to support teachers with planning of lessons or unit of studies.  
Continuous development of curriculum and lesson planning
- Primary Data Inquiry Team meets twice a month to analyze data which in turn guides professional development
- Teachers will participate in Common Core standards professional development once a month.
- All teachers will develop teaching practice through data inquiry work and the study of research based practices
- **Resources:**
- Title I
- Inquiry Team funds
- Title III
- **Instruments/Periods of Review:**
- Formal and informal observations by Principal and Assistant Principal (on-going throughout the year)
- Low inference observations (on-going throughout the year)
- Student data (on-going throughout the year)
- Staff Survey
- **Other Forms of Documentation:**
- One to one conversations with teachers
- Video of teaching practice/sharing of work

#### **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.
  - training and professional development for parents;
  - regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA);
  - school events (e.g., curriculum nights, parent-teacher conferences); and have access to materials and resources that will be made available to parents for in school and /or at home use to support their child's learning and monitor student progress;
  - go on classroom trips and attend celebrations.

#### **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.

In order to attract highly qualified teachers we utilize a screening committee that evaluates the resumes, interviews are conducted through the personnel committee, new candidates present demo lessons and then candidates are selected. After that new teachers, are paired with school based mentors , teachers are provided with professional development opportunities, new teacher portfolios are kept and presented prior to being granted tenure. Teachers are observed and provided with effective feedback. Teachers are placed on teacher teams with colleagues that teach similar subject. Teachers are provided with opportunities to work on data, lesson planning and grade meetings. This is how we will meet this goal.

**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.

Services and programs are provided but not limited to: in grades K-2 with the Cook Shop program, Grades 3 the Seeds to Trees program and Safety City. Grade 4 works with programs from the NYC Botanical Gardens, Grades 5-8 attend workshops at the NYC Tolerance Museum and all grades have an opportunity to work with our CBO Good Shepard which is housed in our building.

**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.

**Resources:**

- Title I
- Inquiry Team funds
- Title III

## 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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	10	10	N/A	N/A	0	0	0	0
<b>1</b>	12	10	N/A	N/A	1	0	0	0
<b>2</b>	10	15	N/A	N/A	0	0	0	0
<b>3</b>	12	13	N/A	N/A	0	0	0	0
<b>4</b>	15	14	7	7	3	0	0	0
<b>5</b>	13	10	8	9	1	0	0	0
<b>6</b>	10	10	6	10	2	0	0	0
<b>7</b>	10	10	7	7	1	0	0	0
<b>8</b>	10	12	9	10	1	0	0	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<i>During school day AIS staff for, general edu, special needs, and ELL’s push into classes or pull out small groups (8-10 students)for focused instruction using various materials for Intervention (Harcourt) Decodable books: Grade 2, Great Leaps, Grade 3 Leap Track assessment followed by work on individual needs. Specific intervention is continued during extended day. Saturday enrichment will commence in January.</i>
<b>Mathematics</b>	<i>Small group instruction is provided by teachers during the day school and during extended day tutoring sessions. Saturday Academy additional enrichment time will commence in January. Students attending the Saturday Academy in January will be grouped according to grade level and performance indicator and will be challenged based on the Everyday Math end of unit exams and ACUITY ITA assessments. Teachers will use the “Coach” book as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in preparing our students for academic success.</i>
<b>Science</b>	<i>Specialist evaluates assessments so that areas of student and whole class weakness can be identified to inform instruction. During extended day teachers provide AIS instruction to a small group of up to 10 students utilizing project-based instruction. Students are immersed in analyzing those social issues that impact their environment as the instructional focus. Through this AIS model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a conclusion, and communicating their results.</i> <b>At-risk Services Provided by the Guidance Counselor:</b> <i>Strategies used: Second Step character education,</i>
<b>Social Studies</b>	Students in grades 5 - 7 grade are provided extra support during the day Students in the eighth grade receive support during our morning and Saturday Academy (contingent on budget). A social studies cluster teacher also provides added support. Students may request support sessions with staff at different times such as lunch. During ELA Non-Fiction unit students are instructed in how to address content based information. There are cross curricular connections made between ELA and the content areas throughout the school year.

<b>At-risk Services provided by the Guidance Counselor</b>	<i>Strategies used: Second Step character education, play therapy, art therapy. Instruction is delivered one to one and small group.</i>
<b>At-risk Services provided by the School Psychologist</b>	<i>Conducts Functional Behavior Assessments (FBAs) &amp; Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal &amp; informal classroom observations using methods including interval time sampling, anecdotal observations &amp; Antecedent Behavior Conse</i>
<b>At-risk Services provided by the Social Worker</b>	<i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral. An evaluation, functional behavioral assessment (FBA), a behavioral intervention plans (BIP). There was a consultation with the family who was referred to a community agency</i>
<b>At-risk Health-related Services</b>	<i>Open Airways classes teach students with asthma how to function with asthma; warning signs for treatment; how to properly use medication. Vision &amp; hearing screenings ensures that students with vision or hearing problems are assisted with obtaining glasses or hearing aids. Free dental exams provide info about good dental practices. Doctors' sessions ensures that all students have a physical exam.</i>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**Title I Parent Involvement Policy**

**I. General Expectations**

*PS/MS 15* agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The *PS/MS 15* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: Parents are an integral part of the School Leadership Team (SLT). These parent leaders serve to motivate their peers. The Parent Coordinator, Eddie Rosado,

has initiated several programs to involve parents in school activities to nurture student growth. Such events include the following: an annual literacy fair, a book fair, Chess book plant and parent-orientation meetings for grades K-4 and 5-8.

2. *PS/MS 15* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: This is achieved through SLT activities. Namely, the participation of the Parent Association president, officers, and Parent Coordinator to disseminate information to all PS 15 parents.
3. *PS/MS 15* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) *PS/MS 15* will continue with our Community Based Organization, Good Shepherd, to increase parent involvement. Good Shepherd provides family activities at our school that actively engage our parents and students e.g. Talent Night, Charity Food Drive, Family Fun Nights and the annual end of the year program picnic.
4. *PS/MS 15* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Learning Leaders, Good Shepard Services. *PS/MS 15* will provide parents with the opportunity to assess the school's effectiveness via the Learning Environment Survey (LES). In addition, the school will assess and evaluate the parents concerns from the survey to implement workshops and programs that will increase parental involvement at the school.
5. *PS/MS 15* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. *PS/MS 15* will continue to involve and inform parents about their child's progress and school news through report cards, progress reports, school calendars, school notices, and parent orientation meetings and cook shops throughout the year.
6. *PS/MS 15* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below: Taking and interest survey to determine what that parents are interested in and then providing works that are and outcome of the survey responses. Use the learning survey to analyze and develop a plan of action to address the concerns of the parents.
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
  - b. *PS/MS 15* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: offering workshops, orientation meetings, and guidance meetings both during the day and evening.
  - c. *PS/MS 15* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by: offering workshops, orientation meetings, and guidance meetings both during the day and evening.

- d. *PS/MS 15* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by: Collaborating with local universal head-start program to introduce the application process for entrance to *PS/MS 15*. We will also
- e. *PS/MS 15* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Materials will be sent home in both English and Spanish in form to provide understanding in the parents native language. In addition, translation services are provided to ensure parents understanding of the materials that are presented regarding their children's education.

### **PS /MS 15 School – Parent Compact**

**PS/MS 15, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.**

### **School Responsibilities**

**PS/MS 15 will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - PS/MS 15 will set high expectations for students and teachers so that all instruction will be based on the State Learning Standards.
  - Students at risk of not meeting Standards will be provided with Academic Intervention Services.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 15, 2011 and March 13, 2012.
  - Parent/Teacher conferences will be held twice a year, with additional informal conferences schedule as needed throughout the year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 2 times per academic year.
  - Parents will be provided with ongoing information about their child's progress through report cards (3 times in the Elementary School and 4 times in the middle School).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents can request conferences with staff by stopping in at the Main Office to request one, by sending in a note to either their child's teacher or to the office, or by telephoning the school to request it. They can also post a message on the website to their child's teacher or any administrator, requesting an appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents can sign up for Learning Leaders training
  - Teachers will send home a memo requesting parents to indicate their willingness to volunteer and participate in their child's class

- Teachers will send home notices for Share Days when parents will be invited to observe
  - Teachers may invite parents to informal visits for Parent Teas.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
    - Parent Coordinator will meet with P.T.A. to gather input and share it with the School Leadership Team
  7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
    - We hold an annual meeting for all parents to inform them of the Title 1 opportunities and programs
  8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Annual Parent Orientation meetings are held in September for each grade to inform parents of any changes in the school's educational plan, budget allocations and special programs and activities for the school year. Parent Coordinator will organize opportunities for parent input and feedback
9. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
    - Parents will be informed of the results of their child's performance on the State assessment tests

#### **Parent Responsibilities**

**We, as parents, will support our children's learning by agreeing:**

**To become familiar with and support the school safety plan and the school discipline code and other school policies.**

**To be involved with our child's education by attending special classes, school activities and parent/teacher conferences in the school year.**

**To ensure that our child comes to school prepared and on time and is picked up on time. Parents will sign a contract to ensure the above. According to the chancellor's regulation, three latenesses equal one absence and will count against perfect attendance.**

**To send a letter or doctor's note to the child's teacher explaining the child's absence.**

**To communicate with our child's teacher regularly regarding the child's educational needs through notes, telephones conversation and individual conferences.**

**To communicate with our child's teacher and administrators to obtain additional work to prepare for standardized testing.**

**To review our child's class work daily; and to set a specific time for homework to be completed and signed.**

**To set aside a small area (or table) in our home to serve as a family library with a variety of books, magazines, newspapers, dictionaries, etc. This area should include a place for our child to do his/her homework.**

**To monitor the amount of time and the types of books our child reads during the school year (25 books) and to supervise use of computer (internet) in the home.**

**To set a regular hour for bedtime to insure that our child gets the proper rest for school.**

**To read to our child in grades K-2 for a minimum of three hours a week for 15 to 30 minutes a session; and read with or to our child in grades 3-5 for a minimum of one hour and a half a week.**

**To have our child read to you one book a day in grades K-2 and in grades 3-5 one chapter a day.**

**To serve as literacy role model by reading at home and taking our child to the library, literacy classes offered at the school or other community centers.**

To set aside some time to attend class trips and celebrations and help our child's teacher with other students.

To set some time to become a school volunteer through the Learning Leaders Program.

To offer our talents and special skills to our child's teacher as a service and resource to the class.

To support the efforts of the Parents Teacher Association by making a yearly family contribution and by attending at least three P.A. meetings a year.

To take our child on educational trips and family outings throughout the Bronx and the city, especially during the Christmas recess, winter recess, spring recess and summer.

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 10x015    **School Name:** The Institute of Environmental Learning.

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

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

**Category:**     Basic             Focused             Comprehensive

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

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

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

Based on the last two years data:

- 3-8 SWD did not meet Annual Yearly Progress.
- 3-8 LEP students did not meet Annual Yearly Progress.

Findings from the 2010-2011 Peer Review:

- To develop a system to monitor student's progress consistently.
- To develop a system to measure the success of implementation of newly designed tasks and strategies for Special Education Students and English Language Learners.
- To deepen the teachers' understanding of differentiation so that they are able to support students at all levels.

In addition, when we disaggregated the data for special education and limited English language learners, it was evident that the third grade did not do as well as the other grades.

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

The interventions that PS/MS 15 will implement to support improved achievement in the third grade is to create a "mini computer Lab" on the Second Floor. The purpose of the lab is to utilize several "at-risks" programs. The Programs are: Imagine Learning, Renzulli Learning and Children's Progress Academic Assessment

The lab will be utilized by Special Education Teachers, ELL Teachers and General Education Teachers.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. 2011-2012 Title I funds for Professional Development is used to fund our 10% for our Math Coach and additional support from Imagine Learning.

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

New teachers and seasoned teachers are supported using a variety of personnel including:

Teachers, Coaches, Assistant Principals, In-house mentors and University-based mentors.

In addition, we will work with an AUSSIE consultant in Literacy and receive in-house PD from both Renzulli and Imagine Learning.

Professional Development will be delivered through:

Teacher Team Meetings, Grade Level Meetings, Inter-visitations, Peer-coaching, Study Groups and Individual mentoring support (In-house and University-based)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. We will send a letter home (in English and Spanish) informing parents of our SINI status. Parents will be invited to a meeting to answer any questions or concerns they may have. Translators will be available to ensure parents are able to understand the meaning of the SINI designation.

**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 <b>Corinne Rello Anselmi</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>015</b>
School Name <b>Institute of Environmental Learning</b>			

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

Principal <b>Tara Edmonds</b>	Assistant Principal <b>Jacqueline Medina</b>
Coach <b>Haydee Santino</b>	Coach <b>None</b>
ESL Teacher <b>Zulma Torres</b>	Guidance Counselor <b>Emma Santana</b>
Teacher/Subject Area <b>Ana Royer/Science</b>	Parent <b>Lorrie Bennett</b>
Teacher/Subject Area <b>Jennifer Levitt/ELA</b>	Parent Coordinator <b>Johnny Ortiz</b>
Related Service Provider <b>Diahn Taylor</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>545</b>	Total Number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>8.62%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Identification of ELL's: When a child is register at the school, the parent is interviewed orally in English/ native language by a ESL/Bilingual certified pedagogue and given a Home Language Identification Survey (HLIS) to complete. In the parent's native languagehe/she is asked questions concerning the child's prior education, extra curriculum activities and the languages he/she uses at home and with friends. The parent is given the support he/she needs completing the HLIS. The child is interviewed in English and in his/her native language. If the child has attended school, questions are asked about his/her previous education and school records are reviewed. He /she is asked questions about school and extra curriculum activities. This helps to determine his/her strength in both English and his/her native language (Spanish). The kindergarten students have a half day orientation in a kindergarten classroom with a kindergarten teacher. Activities are planned for the new incoming kindergarten students and the students are observed and interviewed by the ESL teacher. During this time the parents are given an orientation introducing them to the different programs available in the school, the support staff and curriculum. The HLIS survey is reviewed by a certified ESL teacher and the students that qualify are administered the LAB-R within ten days of the registration. If the student does not receive a passing score in the LAB-R, he/she is administered the LAB-R in spanish. The test is administered the next day. Three days after the administration of the LAB-R the parents are notified of the results and asked to come to orientation and complete a Parent Survey and Program Selection. During the orientation, the parents are shown the video that explains the different programs in the native language. The different programs are also explained in detailed and all questions and concerns are addressed. Every year our ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to evaluate the students needs and to help teachers plan instruction to meet those needs. To ensure that every ELL is administered the NYSESLAT annually, the ATS report -New York City Public Schools Primary/Secondary Report is used (RMSR), as well as the ARIS report. The following pedagogues administered the NYSESLAT: ESL, and Bilingual Certified teachers.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL the following process is place: Three days after the administration of the LAB-R a letter is written to the parents informing them of the LAB-R test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. During the orientation, parents also complete a Parent Survey and Program Selection Form. The following pedagogues administer the HLIS: Bilingual and ESL Certified teachers, Bilingual Certified Guidance Counselor. the following pedagogues administer the LAB-R: Bilingual and ESL Certified teachers. The following pedagogues attend orientation-outreach and assist parents in filling out the Parent Survey and Program Selection and answer any questions they may have concerning the three program choices: ESL and Bilingual Certified teachers.

3. Working with the Parent Coordinator, if a parent cannot make the orientation meeting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also informed them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing, as well as make a home visit. All entitlement letter and Parent Survey and Program Selections Forms are maintained and Kept in the

ESL Room 211.

4. Once a student is identified as an ELL and the parent selects the program they want their child to participate in and the child is placed in the program. If the school does not have enough students in the grade (15 or more) to accommodate the parent's request, the parent is given information of schools that have the program they have chosen. All this information is provided to the parents in their native language. If a form is not returned, the child is placed in our school Freestanding ESL program. Every ELL who participates in the ESL program is given a letter or entitlement and a continued entitlement letter. The entitlement and continued entitlement letters are maintained by the ESL teacher in room 211. There is continuous communication with the ELL's parents through conferencing, Parent-Teacher conferences, phone calls and meetings with the ESL teacher.

5. Since 2008, the parents have indicated preference for English as a Second Language Program (58 surveys).

6. In order to provide the parents with the instructional program they selected for their children, we have an English as a Second Language push in and pull-out instructional model. The students are instructed by a certified ESL teacher. 6B. Not Applicable

## 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	1											1
<b>Push-In</b>							1	2						3
<b>Total</b>	0	0	1	0	0	0	1	2	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	20
SIFE	0	ELLs receiving service 4-6 years	19
		Special Education	6
		Long-Term (completed 6 years)	8

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

ELLs by Subgroups										
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	20	0	19	0	4	8	0	6	47	
Total	20	0	19	0	4	8	0	6	47	

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

### C. Home Language Breakdown and ELL Programs

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

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
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																		
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	9	3	7	11	4	5	0	0	0	0	0	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	4	9	3	7	11	4	5	0	0	0	0	0	47

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. In order to support the academic development of our English Language Learners, (ELL), PS/M S 15 advocates an English As a Second Language push in and pull-out instructional model. ESL students in grades K, 3, & 4, as well as those in grades 5 and 7 are serviced in a pull-out model. ESL students in 2<sup>nd</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades are serviced in a push in model. Students in the second grade are in a self-contained ESL class. The students are grouped by grade. The students that participate in a pull-out modeled are serviced in small groups by a certified ESL teacher during the day according to grade. The students that are serviced in a Push-In model and in the self-contained second grade, the ESL teacher collaborates with the classroom teacher. The program model is heterogenously grouped with different proficiencies levels.
2. The ELL's receive one period a day for 45 minutes, five times a week of ESL instruction. The certified ESL teachers implementing exemplary ESL techniques and methodologies will enhance the students speaking, listening, reading and writing skills. In addition, during the regular school hours, our ELL's also participate in a comprehensive approach to balanced literacy. Students are exposed to reading, writing, listening, word study and test strategies. The teachers use ESL methodologies to help the ELL's in their classroom. These skills are practiced everyday in a workshop model. Keeping in the Principles of learning and the Conditions of learning in mind, teachers plan for 150 minutes of literacy instruction in grades (3-5), and 135 minutes for grades six through eight (6-8). In order to ensure that the students are receiving the ESL instructional minutes they require (Beginners & Intermediate 360 minutes per week and Advanced 180 minutes per week), the teachers and students follow a program that indicates the periods that are slotted for additional ESL instruction. The following is the student-teacher ratio: 8 to 1 in grades K/1; 10 to 1 in grades 2/3; 9 to 1 in grade5; 3 to 1 in grade 7; 5 to 1 in grades 6/7 Special Education.
3. In order to make content areas comprehensible in our English as a Second Language Pull-out program model in grades 5, 6 and 7, the ESL teacher introduces the students to the different vocabulary and strategies they need to succeed in the different subjects (math, science, social studies). In the Push-In model the ESL teacher works with the ELL's in collaboration with the classroom teacher to provide the students with the vocabulary, strategies( graphs, video, pictures, etc.) they need to make the content comprehensible. In the ESL Instructional Model the following programs are being used Hampton-Brown- Avenues; Thomson/Heinle- Visions, Options- Best Practices, in Reading; guided reading books, leveled libraries, etc.

## A. Programming and Scheduling Information

4. How do you ensure that ELL's are appropriately evaluated in their native language?

Once the child is identified as an ELL he/she is administered the LAB-R in English. If the child does not receive a passing grade in the English LAB-R, he/she will be administered the LAB-R in Spanish. The child is also interviewed in his native language. The parent is asked questions concerning the child's prior school, extra curriculum activities and the language he uses at home and with friends.

5. How do you differentiate instructional for ELL groups: After assessing the Speaking, Listening, Reading and Writing of ESL students and referring to their LAB-R or NYSESLAT scores, the teacher evaluates the students' needs and provides them with the materials and strategies that will help address those needs.

a. At present, we have no SIFE students.

b. The newcomer ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. The students will meet for 45 minutes 5 times a week. ESL teacher will use instructional strategies to support the development of speaking, listening, reading and writing. In addition, a comprehensive approach to balance literacy will be implemented. The students will have 150 minutes of literacy instruction which will expose them to listening, speaking, reading, writing, word study and test strategies. The skills will be practiced everyday in a workshop format. The students' growth will be monitored through the use of teacher-made assessment, NYS tests, alternate assessment, conferencing, portfolios, etc. Using the Hampton-Brown (Avenues) assessment tool the students, will be assess every 4 to 6 weeks. This assessment will drive instruction. The students will also participate in 371/2 minutes, three times a week of intensive reading and writing before school. Appropriate materials that will help develop the students' speaking, listening, reading and writing will be used. During the school year, ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

c. ELL's receiving service 4 to 6 years participate in a Push In instructional Model with a licensed ESL teacher. Working with the literacy teacher, the ELL's needs are evaluated and materials and strategies are used to meet those needs. The ELL's also participate 371/2 minutes three times a week of intensive reading and writing before school. They will also attend the extended day program. The program will be held after school on Wednesday and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. The ESL teacher differentiates instruction by evaluating the students' needs and providing them with the scaffolding, vocabulary and strategies they need in order to function academically in English.

d. Long-Term ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. They also participate in 371/2 minutes, three times a week of intensive reading and writing before school. During the school, the ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

e. Ell's identified as having special needs participate in a Push-out instructional Model with a licensed ESL teacher. They also participate in 371/2 minutes, three times a week on intensive reading and writing before school. During the regular school hours, the ELL's participate in a comprehensive approach to balanced literacy. Students are exposed to reading, writing, listening, word study and test strategies. The students' growth is monitored through the use of teacher-made assessment, NYS tests, conferencing and portfolios.

6. What instructional strategies and grade level materials do teachers of ELL-SWD use that provide access to academic content areas and accelerate English Language Development?

In collaboration with the classroom teacher, the ESL teacher provides the ELL-SWD with the following strategies to help them get access the academic content areas and accelerate English Language Development:

- Scaffolding
- Use visuals, such as graphic organizers, story maps, word banks
- Introduce vocabulary – specific terms, technical and common words
- Simplify text book language and make it more comprehensible
- Select words that convey key concepts and are relevant to the bulk of the content being learned and have meaning in the lives of the students
- Use text books that are easy to understand but teaches the same context

7. How does your school use curricular instruction and scheduling flexibility to meet the diverse needs of ELL SWD within the least restrictive environment?

### 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%	Page 32
75%	
50%	
25%	

## A. Programming and Scheduling Information

club period every Friday. The students are given an opportunity to select the club of their choice which range from knitting, photography, book club, etc.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The ELL's participate in a comprehensive approach to balanced literacy. Keeping the Principles of learning and the Conditions of Learning in mind, the teacher plans for 150 minutes of literacy instruction grades one-five (1-5) and 135 minutes for grades six through eight (6-8) every day. The students also receive 90 minutes of math instruction every day. Through the use of NYS tests, teacher-made assessment, conferencing and portfolios the student's needs are evaluated. The teachers work towards meeting the needs through small group instruction, individual instruction, and conferencing. These needs are also met through the 371/2 minutes of intensive small group instruction three times a week in the morning and their participation in the extended ESL day program for 90 minutes two days a week (Wednesday and Thursday).

9. Our Proficient ELL's are supported through the 371/2 minutes of intensive small instruction three times a week in the morning and their participation in the small group extended day program for 90 minutes two days a week (Wednesday and Thursday). The student's progress is also monitored and assistance is given through conferencing and small group instruction.

10. For the upcoming school year, we will implement an interactive computer program. This program will allow the students to work on their specific needs with continuous monitoring and evaluations which allow the teacher to see the student's progress and re-teach those strategies that they students need to revisit. The ESL will be revisited and aligned with the common core and ESL standards.

11. The school will not discontinue any programs for our ELL's. All programs will continue in order to continue to support their academic growth of our ELLs.

12. Our ELL's are afforded equal access to all school programs both curriculum and extra curriculum. The ELL's participate in the Track Team, Chess Team and all other activities the schools has. The ELL's also participate in the Title 3 Extended ESL Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from Knitting, photography, community service, etc. ELL's are included in every aspect of the school day.

13. The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues Leveled Books, guided reading books, classroom libraries, listening centers, English At Your Command, intermediate level, "Getting Ready for the NYSESLAT" (Atanasio), "Treasures", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go to the computer lab. Some of the rooms are equipped with a "Smart Board". The ESL teacher keeps both English and Spanish fiction and non fiction books in her library for student use. The students are not instructed in Spanish because it is an ESL program.

14. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations-they as authors of their own stories, and assemblies.

15. All of our ELL's receive all the services they require (Resource, Speech, Counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.

16. Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them academically and enforce the language abilities (museums, plays, library activities) and strategies they can use at home to help their children in reading and math.

17/ N/A

## 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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11. The school will not discontinue any programs for our ELL's. All programs will continue in order to continue to support their academic growth of our ELLs.
12. Our ELL's are afforded equal access to all school programs both curriculum and extra curriculum. The ELL's participate in the Track Team, Chess Team and all other activities the schools has. The ELL's also participate in the Title 3 Extended ESL Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from Knitting, photography, community service, etc. ELL's are included in every aspect of the school day.
13. The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues Leveled Books, guided reading books, classroom libraries, listening centers, English At Your Command, intermediate level, "Getting Ready for the NYSESLAT" (Attanasio), "Treasures", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go to the computer lab. Some of the rooms are equipped with a "Smart Board". The ESL teacher keeps both English and Spanish fiction and non fiction books in her library for student use. The students are not instructed in spanish because it is an ESL program.
14. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations-they as authors of their own stories, and assemblies.
15. All of our ELL's receive all the services they require (Resource, Speech, Counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.
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17/ N/A

## 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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14. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations-they as authors of their own stories, and assemblies.
15. All of our ELL's receive all the services they require (Resource, Speech, Counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.
16. Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them academically and enforce the language abilities (museums, plays, library activities) and strategies they can use at home to help their children in reading and math.

17/ N/A

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

We do not have a dual language program.

Science:

English

### D. Professional Development and Support for School Staff

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

#### 1. Professional Development and support for School Staff

Monthly Workshops are given where teachers learn new strategies and methodologies and re-visit techniques that help to improve their teaching. During weekly team meetings, teachers, coaches and supervisors will address the methodologies that will help our ELL's in achieving their academic (CALP) English. The ESL teacher is a member of several teacher team meetings (inquiry work) and she provides professional support and techniques that help our common branch teachers meet the needs of our ELL's. The bilingual parent coordinator holds various workshops with the school support staff to address the culture relevance of ELL. Every month there are workshops where the ESL teachers read and discuss books like: Terrell A Young and Nancy L. Hadaway "Supporting the Literacy Development of English Language learners"; Gilbert G. Garcia "English Learners – Reaching the Level of English Literacy". The Assistant Principal attends workshops on helping develop the academic growth of ELL's and disseminates the information to the ESL teachers.

2. Due to the fact that PS/MS 15 is a K through 8<sup>th</sup> school, our ELL's gradually transition from elementary to middle school. The ESL teacher supports them through this transition by providing them with the materials and the strategies they need to make the adjustment. The guidance counselor, who is a certified in bilingual education, also attends meetings that deal with the concerns and problems that our ELL's encounter. She also assists the students with the articulation process into high school.

3. Every year the new teachers are trained as per Jose P. A list of all teachers that are trained and the attendance are kept by the principal. Teachers are trained by a certified ESL supervisor.

### 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. Parental involvement is demonstrated in various ways. We arrange many activities throughout the school year, which promote active parental engagement. Our activities include, but are not limited to, Back to School kickoffs, Parent/Teacher conferences, school assemblies, workshops, Parent/Teacher Association (PTA) and School Leadership (SLT) meetings. Parents and Guardians are also encouraged to schedule meetings with their child's teachers, administrators and the Parent Coordinator to address any academic concerns.

2. The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus, and Literacy INC., FLAME CO., Census 2010, Start Strong and etc. which provide health, parental, leadership workshops and educational support.

There are also in-house workshops that are offered by our school community to support educational success. These workshops include informational sessions on topics such as promotional criteria, analyzing and interpreting data, report cards, ESL methodologies as well as ARIS and Acuity training. In order to increase participation, trainings are conducted in English and Spanish.

3. The needs of parents are assessed on a continuous basis. Parents consult with the Parent Coordinator to identify areas of interest and/or concerns. Upon receipt of this information, the staff is able to address these matters within the appropriate forum. The following activities that are implemented are: Parent/Teacher Conferences, Parent/Teacher Association (PTA) and School Leadership (SLT) meetings.

## 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?
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4. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. Every Tuesday and Thursday the parents can attend ELS classes from 9am to 12 pm. The guidance counselor and supervisors also target the families of our 8th graders by providing workshops in the High School selection process to ensure that our parents have the tools necessary to make informed decisions. In addition, "feedback" forms are distribute at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. These documents are then utilized to inform our parental outreach program. Our bilingual parent coordinator, as well as other staff members are available to translate for parents when necessary.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 37
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The ELL's participate in a comprehensive approach to balanced literacy. Keeping the Principles of learning and the Conditions of Learning in mind, the teacher plans for 150 minutes of literacy instruction grades one-five (1-5) and 135 minutes for grades six through eight (6-8) every day. The students also receive 90 minutes of math instruction every day. Through the use of NYS tests, teacher-made assessment, conferencing and portfolios the student's needs are evaluated. The teachers work towards meeting the needs through small group instruction, individual instruction, and conferencing. These needs are also met through the 371/2 minutes of intensive small group instruction three times a week in the morning and their participation in the extended ESL day program for 90 minutes two days a week (Wednesday and Thursday).
9. Our Proficient ELL's are supported through the 371/2 minutes of intensive small instruction three times a week in the morning and their participation in the small group extended day program for 90 minutes two days a week (Wednesday and Thursday). The student's progress is also monitored and assistance is given through conferencing and small group instruction.
10. For the upcoming school year, we will implement an interactive computer program. This program will allow the students to work on their specific needs with continuous monitoring and evaluations which allow the teacher to see the student's progress and re-teach those strategies that they students need to revisit. The ESL will be revisited and aligned with the common core and ESL standards.
11. The school will not discontinue any programs for our ELL's. All programs will continue in order to continue to support their academic growth of our ELLs.
12. Our ELL's are afforded equal access to all school programs both curriculum and extra curriculum. The ELL's participate in the Track Team, Chess Team and all other activities the schools has. The ELL's also participate in the Title 3 Extended ESL Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from Knitting, photography, community service, etc. ELL's are included in every aspect of the school day.
13. The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues Leveled Books, guided reading books, classroom libraries, listening centers, English At Your Command, intermediate level, "Getting Ready for the NYSESLAT" (Atanasio), "Treasures", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go to the computer lab. Some of the rooms are equipped with a "Smart Board". The ESL teacher keeps both English and Spanish fiction and non fiction books in her library for student use. The students are not instructed in Spanish because it is an ESL program.
14. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations-they as authors of their own stories, and assemblies.
15. All of our ELL's receive all the services they require (Resource, Speech, Counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled according to their grades and individual needs.
16. Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them academically and enforce the language abilities (museums, plays, library activities) and strategies they can use at home to help their children in reading and math.
- 17/ N/A

## B. Programming and Scheduling Information--Continued

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17/ N/A

1. The following assessment tools are used to assess early literacy skills of ELL's: EOLAS 2, DRA1, EL SOL, teacher-made assessment, fluency. Using this information, we monitor the progress of the ELL's and determine the additional services and strategies that will

## B. Programming and Scheduling Information--Continued

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14. Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations-they as authors of their own stories, and assemblies.
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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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4. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. Every Tuesday and Thursday the parents can attend ELS classes from 9am to 12 pm. The guidance counselor and supervisors also target the families of our 8th graders by providing workshops in the High School selection process to ensure that our parents have the tools necessary to make informed decisions. In addition, "feedback" forms are distribute at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. These documents are then utilized to inform our parental outreach program. Our bilingual parent coordinator, as well as other staff members are available to translate for parents when necessary.

## 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)		1	4	0	0	0	1	0	0					6
Intermediate(I)		2	7	1	1	1	1	0	0					13
Advanced (A)		1	6	1	6	6	1	3	0					24
Total	0	4	17	2	7	7	3	3	0	0	0	0	0	43

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The following assessment tools are used to assess early literacy skills of ELL's: ECLAS-2, DRA, EL SOL, teacher-made assessment, ...

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: Institute of Envir. Learning</b>		<b>School DBN: <u>10x015</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Edmonds	Principal		1/1/01
Jacqueline Medina	Assistant Principal		1/1/01
Johnny Ortiz	Parent Coordinator		1/1/01
Zulma Torres	ESL Teacher		1/1/01
Lorrie Bennett	Parent		1/1/01
Jennifer Levitt/ELA	Teacher/Subject Area		1/1/01
Ana Royer/Science	Teacher/Subject Area		1/1/01
Haydee Santino	Coach		1/1/01
	Coach		1/1/01
Emma Snatana	Guidance Counselor		1/1/01
Maria Quail	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10x015      **School Name:** The Inst. of Environmental Learning

**Cluster:** 01      **Network:** 109

**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**

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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.

We reviewed our Home Language Surveys, NYCDOE Progress Report Card and the Learning Environment Surveys to assess our school's written translation and oral interpretation.

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.

Our school report card indicates the 87% of our students are Hispanic which supports our need for Spanish translations both written and oral. This Data is shared with the school community via Faculty Conferences, grade meetings, emails and weekly bulletins.

## Part B: Strategies and Activities

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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.

School notices, flyers, calendars, etc. are sent home in English and Spanish. Translation of school information is provided by our parent coordinator, guidance counselor, family workers, school aides and assistant principals.

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.

Our interpretation services will be provided using our parent coordinator, family workers, guidance counselor, assistant principals, school aides and parent volunteers.

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

The following procedures will be provided to ensure the parents who need translation and interpretation services will receive them. These procedures include copies of all school calendars, notices and flyers will be done in English and Spanish, translations for parents/guardians at school meetings, workshops and conferences will be provided by the parent coordinator, school aides, guidance counselor, family workers and administration.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/MS 15	DBN: 10X015
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to continue to support the language development of our English Language Learners, we will have an after school program for our English Language Learners in the 1st, 2nd, 3rd, 4th, and 5th grade during the 2011-2012 school year. According to the 2011 NYSESLAT scores, these students need extra instruction in developing their academic English in reading and writing. The program will service 4 students in the 1st grade, 10 students in the 2nd grade, 3 students in the 3rd grade, 7 students in the 4th grade and 8 students in the 5th grade. The after school program will be held after school on Wednesday and Thursday from 3-4:30 PM) starting November 9, 2011 and ending April 15, 2012. The students will receive 90 minute sessions of instructional time in literacy and test preparation. In order to meet the needs of the students, the teachers will rotate between the classes affording all of the ELL's to receive additional support with a certified ESL/Bilingual teacher. The teacher will use exemplary ESL methodologies to expose the students to oral expression, listening, reading, writing, word study and test strategies. The ESL teacher and content area teacher will differentiate instruction to meet the individual learner's needs, learning styles and to address their particular needs, skills and language development. The teacher will use ongoing assessment to determine the students' needs and progress. In addition, the teacher will ensure the instruction is aligned to the standards and it is age and grade appropriate. The instructional material that will be used to teach the English Language Learners will include a variety of texts, fiction and non-fiction, Attansio & Associates - "Getting Ready for the NYSESLAT and Beyond" and "Best Practices in Reading and Writing by Options. These materials will be used to help support instruction in the after school program.

### 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: In order to address the needs of the Staff working with English Language Learners in the Title III program, the three teachers will participate in an ESL Study Group. The teachers will meet one hour per week before school on Tuesdays for seven weeks, February to April 2012. In the study groups sessions, we will discuss instructional strategies and methodologies such as graphic organizer, cooperative learning, scaffolding, pair work, phonics, guided reading, writer's workshop, conferencing, rubrics, modeling and using data to drive instruction. We will study Stephanie Harvey and Anne Goudvis, "Strategies That Work" and Joyce C. Bumgardner, "Helping Students Learn To Write". The expectation is that the learning in the study group will lead to increased quality of instruction ELL's and to enhancement of the after school program curriculum implementation.

### 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: Parental involvement is implemented in various way. We arrange many activities throughout the school year which promote active parental engagement. Our activities include, but are not limited to Back to school Kickoffs, Parent/ Teacher conferences, school assemblies, workshops, Parent/ Teacher Association (PTA) and school Leadership (SLT) meetings. Parents and Guardians are also encouraged to schedule meetings with their child's teachers, administrators and the Parent Coordinator to address any academic concerns. The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus and Literacy INC, FLAME CO., Start Strong etc. which provide health, parental, leadership workshops and educational support. There are also in-house workshops that are offered by our school community to support educational success. The workshops include informational sessions on topics such as promotional criteria, analyzing and interpreting data, report cards, ESL methodologies as well as ARIS and Acuity Training. In order to engage our ELL's parents, these workshops and trainings are conducted in English and Spanish. In order to continue to help our ELL parents, we offer ESL classes that are housed at the Family Welcome Center at PS/MS 15. This program is funded through a grant that was awarded to the District 75 Bronx Adult Learning Center program and is taught by a state certified, ESL Teacher, Ms. Carol Reus. Ms. Reus is funded through the Bronx Adult Learning Center. The program meets on Tuesday and Thursday from 9:00-12:00 p.m. In order to notify parents of all these activities we use letters written in English and Spanish, and the School website. The needs of parents are assessed on a continuous basis. Parents consult with the bilingual Parent coordinator to identify areas of interest and/or concerns. Upon receipt of this information, we are able to address these matters within the appropriate forum. These include Parent/Teacher conferences, workshops, PTA and/or SLT meetings. As an added feature of support, parents are encouraged to reach out to their child's teacher to discuss any issues of concern. The teachers working with the Parent Coordinator and the administration work together so that matters are promptly addressed. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. We design our workshops to describe methods that can be utilized to support language acquisition and that can be easily utilized by our parents. We also target the families of our 8th grades by providing workshops and the High School selection process to ensure that our parents have the tools necessary to make informed decisions. Feedback forms are distributed at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. We will host three parent workshops: The Read at Home Program in March from 9-10 AM, A Young Audiences Art Class in April from 5-6 PM and an ESL program in May from 9-10 AM for parents. These programs will run for one hour at a time for approximately 10 weeks.

### Part E: Budget

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

Allocation Amount: \$

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