



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S. / I.S. 165

DBN: 23K165

PRINCIPAL: FRAN ELLERS

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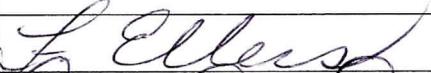
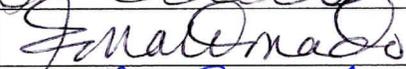
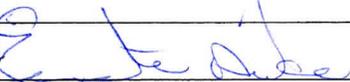
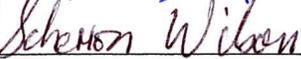
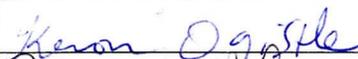
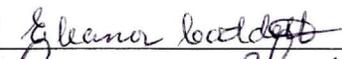
SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Fran Ellers	*Principal or Designee	
Nivia E. Maldonado	*UFT Chapter Leader or Designee	
Bella Roberts	*PA/PTA President or Designated Co-President	
Harnet Jamison	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Ernestine Aiken	Member/ ^{PTA} Designated Co-President Parent	
Cheryl Ann La Rosa	Member/ Parent	
Scheron Wilson	Member/ Parent	
Keron Ogilvie	Member/ Parent	
Rochel Holmes	Member/ Parent	
Eleanor Coddett	Member/ teacher	
Teniece Garden	Member/ Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Improve reliance on significant data to determine the effectiveness of teacher practice and to make precise adjustments for continued improvement.” Quality Review, 2009-2010, pg. 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013 All staff will receive a minimum of 40 hours of professional development around the key Danielson Competencies to move across the continuum from developing to effective as measured by cycles of short frequent observations, formal observations & peer observations.

Instructional strategies/activities

Activities/key strategies

- Program to rotate modeling of lessons
- Teachers in this rotation are observed through the Danielson rubric.
- The school has identified the key Danielson indicators, 2B –culture of learning, 3B – questioning, 1E – planning & preparation 3D – assessment
- Teacher engage in debriefing sessions immediately following the modeled lesson
- CFN provides PD 1E, and discussion protocols
- Teachers evaluate lesson plans using Danielson rubric

Key Personnel

- All teacher, administrators, paraprofessionals

Identified Targets

- Teachers will become effective in the key Danielson competencies, 2B – culture of learning, 3B – questioning, 1E – planning & preparation & 3D – assessment

Timeline as measured by cycles of short frequent observations and formal observations.

September 2012- June 2013

By December 2012 all three competencies as suggested by the CIE will be introduced to the staff. In addition a 4th competency(2B) selected by the administration will be included.

By June 2013, all staff will have received at least two formal observations.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Priority and Focus SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teachers, Paraprofessionals, and Supervisors will receive professional development from CFN with a focus on the Danielson indicators. (Teachers: ARRA RTT Citywide Instructional Expectations Per Session. AC: GK3ST, Title 1 SINI Summer AC: GK3SU, Per Session Title 1 Priority SWP AC: GL39C Paraprofessionals: Per Session FSF AC: GLBZG Supervisors: Per Session Title 1 Priority SWP AC:GL398)

Teacher Per Session Prek- 5:20 teachers x 3 sessions x 2 hours

Teacher Per Session 6-8: 10 teachers x 3 sessions x2 hours

Assistant Principal Per Session:1 Assistant Principal x 6 sessions x2 hours

- Teachers, Paraprofessionals, and Supervisors will receive professional development from an outside consultant. (Teachers Per Session Title 1 Priority SWP AC: GL397 Paraprofessionals: Per Session Title 1 Priority SWP AC GL39A Supervisors: Per Session Title 1 Priority SWP AC: GL39D)

Teacher Per Session:15 teachers x 2 sessions x 2 hours

Paraprofessional Per Session:6 Paraprofessionals x 2 sessions x 2 hours

Assistant Principal Per Session:1 Assistant Principal x 2 sessions x 2 hours

- The Leadership Program on developing and fostering a positive culture of learning. (Outside Consultants Title 1 priority SWP AC:UMH5)
- Created a schedule that allows teachers and supervisors on a rotating basis to model lessons based on the CCLS and Citywide Instructional Expectations using the Danielson rubric for our peer to peer debriefing sessions. Developed by Assistant Principal. (Title 1 SWP & FSF Job ID DSHNN)
- Implemented Danielson rubric to evaluate lesson plans to determine professional development.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“Fortify teacher decision making in order to adjust student learning tasks and to advance learner outcomes” Quality Review, 2009-2010 pg.6

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013 all staff will have met the expectations set forth through the 2012-13 Citywide Instructional Expectations by completing 4 units of study (1 in ELA, 1 in Science, 1 in Social Studies and 1 in Math) in grades K-6 and Two units in each content area in grades 7 & 8.

Instructional strategies/activities

Activities

Key Strategies

- Teacher teams are aligning common core curriculum throughout grade levels as well as within the arts. Student work will be graded based on a rubric to determine the mastery of the skill, concept, and/or project. These results will be used to revise and recalibrate the Common Core Aligned tasks/bundles.
- Teachers will engage in peer modeling and provide feedback based on the Danielson Framework to improve overall teacher effectiveness.
- Success Maker teacher provides data and assists the classrooms teachers in analyzing and next steps
- Teacher lead inquiry teams are recalibrating the lessons based upon student work and data trends of the targeted group
- Teachers of SWD’s modified refined curriculum units to provide multiple points of entry for students
- Teachers in Pre-K – 6th grade will refine and implement four Common Core aligned units of study: 2 in E.L.A. (Science and Social Studies Incorporated) and 2 in Math
- Teachers in 7th and 8th grade will refine and implement eight Common Core aligned units of study: 2 in Science, 2 in E.L.A., 2 in Math, 2 in Social Studies

Key Personnel

- All teachers, administrators , paraprofessionals

Identified Targets

- Student work samples, teacher pedagogy

Timeline

September 2012 – June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants _____

Other-describe here:ARRA Citywide Instructional Expectations

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Purchased online Success Maker Program for the computer lab. (NYSTL AC:UCC5 & AC:UCC6)
- Budget provided for one teacher to provide Success Maker program. (FSF & Children First Network Support Job ID GC7KP)
- Per Session to meet as grades to develop unit plans. (Rollover Title 1 AC:GJTLW)
- Scheduled common planning time during the school day. Developed by Assistant Principal. (Title 1 SWP & FSF Job ID DSHNN)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Based on the ESCA, 2011, pg 3 finding of Reading stamina or the ability to read for long periods of time without causing or giving in to distraction, is an important skill for standardized tests and literacy. However, none of the classrooms observed showed evidence that the school has a systematic plan in place for increasing this stamina, the school will develop a plan to increase the reading stamina of its students.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 4.2 Instructional Practices and strategies _____ 4.4 Classroom environment and culture
X _____ 4.3 Comprehensive plans for teaching _____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

All African American students scoring below proficiency in ELA/Math will increase their performance level by 10% by June 2013 as measured by their scale scores.

Activities

Key Strategies

- School wide data analysis to determine sub-group of students
- Saturday academy (1 hour of ELA/ 1 hour of Math) Common Core aligned curriculum, 1 hour of success maker, online individualized computer blended program
- Extended Day
- Success Maker program for students in grades 3-6
- iLearn program for students in 8th grade
- R.T.I. for students in K-3
- Salvadori Program for our self-contained middle school students

Key Personnel

- Assistant principal, teachers, paraprofessionals

Identified Targets

- Success Maker provides weekly progress reports (questions, percentage correct)
- Interim tests as part of the program this consists of pre/mid/post test
- Acuity baseline and benchmark assessments
- DIBELS screenings for students in K-8
- Teachers College Running Records

Timeline

- December 2012 – May 2013 (20 week program)

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: NYSTL Title 1 Priority / FOCUS SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy PF
- PF-AXIS
- Supervisors / Teachers / Paraprofessionals / Family Worker
- Supplies : (NYSTL Textbooks: AC:VD1Y, & Title 1 Priority: AC:UK0S)
- Saturday & Thursday Academy –(Teachers: Title1 Priority Per Session AC:GL083, Paraprofessionals : Title 1 Priority Per Session AC:GL396 & Supervisor Title 1 Priority Per Session AC:GL395) All students who achieved a performance level of 2 or below on either Statewide ELA and/or Math exams were invited to attend the Saturday Academy including ELL , STH and SWD. We invited 150 students and based on weekly attendance records we are averaging 82 students per week. Currently we have 10 teachers and one supervisor working. We are holding 20 Saturday sessions and 11 Thursday afternoon sessions.
- Regents Academy(Teachers: Shortfall Per Session AC:GKIEF & Supervisor: Shortfall AC: GKXVD)
- Success Maker . (NYSTL AC:UCC5 & AC:UCC6)
- R.T.I. Lead Teacher (FSF & Title 1 SWP Job ID# G65L4)
- Respect For All Program Provided by Guidance Counselor & Lead Teacher (Title 1 SWP, TL Mandated Counseling Shared, FSF Job ID# GAI8H & FSF Job ID# G7RKH)
- Staff Development: Teachers: (Title 1 Priority Per Session AC: GK3ST, & AC: GK3SU, & AC: GL39C Supervisors: Title 1 Priority Per Session AC:GL398)

Teacher Per Session Prek- 5:

20 teachers x 3 sessions x 2 hours

Teacher Per Session 6-8:

10 teachers x 3 sessions x 2 hours

Assistant Principal Per Session:

- 1 Assistant Principal x 6 sessions x2 hours
- ICE Professional Development (Teachers: Title 1 Priority Per Session AC: GL397 Paraprofessionals: Title 1 Priority Per Session AC GL39A Supervisors: Title 1 Priority Per Session AC: GL39D)

Teacher Per Session:

15 teachers x 2 sessions x 2 hours

Paraprofessional Per Session:

7 Paraprofessionals x 2 sessions x 2 hours

Assistant Principal Per Session:

1 Assistant Principal x 2 sessions x 2 hours

- Salvadori Program for our self-contained middle school students: (Consultants Title 1 Priority AC:UMGY)

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

As per the 2011-2012 Learning Environment Survey only 5.4 points out of a possible 10 points were earned in the student section of safety and respect. "Learning Environment Survey , 2011-2012, pg 10-11"

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, the overall school score for safety and respect on the Learning Environment Survey will increase by .9 to meet the city average score of 7.7.

Instructional strategies/activities

Activities

Key Strategies

- All students participate in a weekly Respect For All program designed by 23k165
- D.A. Program- Anti-Bullying Grades 5-8
- D.A. Program- Legal Lives Grades 5-7
- Professional Development for Teachers on anti-violence prevention through The Leadership Program / ICE
- Leadership Program (ICE, In Class Enrichment) 12 week in class program for grades 6-7

Key Personnel

- Teachers in grades 6 & 7 (ICE)
- All teachers (Respect For All)
- Administrators
- Paraprofessionals
- Dean
- Guidance Counselor

Identified Targets

- Decrease in the number of superintendent suspensions
- Suspension data
- School based Learning Environment Survey Baseline and Benchmark data
- Increase for the 2013 Learning environment survey specifically for student responses
- Student Surveys on Anti-Bullying and Legal Lives Programs
- Teacher Surveys on the ICE program

Timeline

- September 2012-June 2012 – Respect for All
- January 2013-June 2013- ICE program

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 / Priority / Focus
 SWP _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Respect For All Program / Provided by Guidance Counselor & Lead Teacher(Title 1 SWP, TL Mandated Counseling Shared, FSF Job ID# GAI8H & FSF Job ID# G7RKH)
- Outside Consultants- The Leadership Program / ICE (Title 1 Priority SWP AC:UMH5)
- Professional Development provided by The Leadership Program(Teachers: Title 1 Priority Per Session AC: GL397 Paraprofessionals: Title 1 Priority Per Session AC GL39A Supervisors: Title 1 Priority Per Session AC: GL39D)

Teacher Per Session:

15 teachers x 2 sessions x 2 hours

Paraprofessional Per Session:

7 Paraprofessionals x 2 sessions x 2 hours

Assistant Principal Per Session:

1 Assistant Principal x 2 sessions x 2 hours

- PD provided by CFN: Staff Development: .(Teachers: Title 1 Priority Per Session. AC: GK3ST, AC: GK3SU, AC: GL39C Paraprofessionals: Per Session FSF AC: GLBZG Supervisors: Title 1 Priority Per Session AC:GL398)

Teacher Per Session:

30 teachers x 3 sessions x 2 hours

Assistant Principal Per Session:

2 Assistant Principals x 3 sessions x 2 hours

Paraprofessional Per Session

6 Paraprofessionals x 3 sessions x 2 hours



GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- *“Improve efforts to include more parents and students in meaningful experiences in order to promote improved student achievement” , Quality Review, 2009-2010, pg. 5*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, at least 10% of all parents will attend at least 6/10 parent workshops

Strategies to increase parental involvement and engagement

Activities

Key Strategies

- The leadership program will provide professional development support for the parents. This will consist of seven parent workshops, which will focus on building a stronger relationship between themselves and the school. In addition they will have a component on self-esteem for the parents.
- Enhance communication between parents and the community by providing a variety of ways to communicate with the parents. These will include; parent letters, telephone messages, posters around the school, and a school website.
- Prepare parents for the next level of their child’s schooling. Parents will learn how to develop better lines of communication with their child’s teacher and school staff. Parents will learn strategies for developing positive outlooks for themselves and their children which will in turn help them to foster a more positive attitude towards school and education with in their children.

Key Personnel

- Parents

Identified Targets

- Parent Surveys
- Workshop Attendance Sheets

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Engagement _____

Other-describe here: Title 1 SWP Priority/ Focus and Parent

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- School Messenger- (1% set aside AC: VT4G)
- E Chalk- School website- (1% parent set aside AC: VT4G)
- Consultants-The Leadership Program(SWP Priority Parent Engagement AC: UJD3)
- Purchase CCLS booklets for parents - (1% set aside AC: VT4G)
- Learning Leaders Program
- Parent Academy - (1% set aside AC: VT4G)
- Parent Child Craft Night- (1% set aside AC: VT4G)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	R.T.I. Saturday Academy Success Maker Extended Day	Pull out program Tutoring-Small Group Online program / Whole Class Tutoring-Small Group	School day Saturdays School day / Saturdays Tuesdays / Wednesdays
Mathematics	Saturday Academy Success Maker Extended Day	Tutoring-Small Group Online program / Whole Class Tutoring-Small Group	Saturdays School day / Saturdays Tuesdays / Wednesdays
Science	Extended Day	Tutoring-Small Group	Tuesdays / Wednesdays
Social Studies	Extended Day	Tutoring-Small Group	Tuesdays / Wednesdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One to One / Small Group	School day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All of the teachers at P.S. / I.S. 165 are highly qualified. All of the teachers at P.S. / I.S. 165 receive targeted Professional Development with a focus on the Danielson indicators, CCLS and Citywide Instructional Expectations. Data is used by all staff to drive instruction including different entry points which will enable students to demonstrate progress and higher performance on the N.Y.S. exams.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Fran Ellers	Assistant Principal George McMullen
Coach type here	Coach type here
ESL Teacher Ms. Gabriel/ELL Teacher	Guidance Counselor Ms. Velez
Teacher/Subject Area Ms. Fabien/Common Branch	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gregory Wooten
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

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

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

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

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

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

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

4. At registration, parents fill out the HLIS form. If the parent/guardian answered other than English for any three questions, parent/guardian and student are informally interviewed. The student is registered. While the parent makes a decision as to which program to select, the LAB-R is administered to the student to formalize eligibility. The ELL teacher then assigns the student to the appropriate group and services the child. If the parent needs more time to decide on the appropriate program, the free-standing ELL teacher begins service. If the parent/guardian decides that the child should attend another program, the ELL instructor will assist in a

smooth transition to the new school.

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

6. Program models offered at our school align with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	1	5	3	1	0	5	3	3	0	0	0	0	21
Total	0	1	5	3	1	0	5	3	3	0	0	0	0	21

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	2	3	7	1	2	0	0	0	21
Total	14	2	3	7	1	2	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1	2	1	1	0	0	2	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	1	0	0	3	0	2	0	0	0	0	7
Haitian	0	0	1	0	0	0	2	1	1	0	0	0	0	5
French	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	1	5	3	1	0	5	3	3	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

5. a) SIFE students will receive an extra period of instruction each day from the certified ESL instructor, Ms. Gabriel. Ms. Gabriel will use this daily period to assist SIFE students in introducing or reinforcing content and strategies that may have been missed during the

A. Programming and Scheduling Information

academic interruption. At present there is only one student for this criteria.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

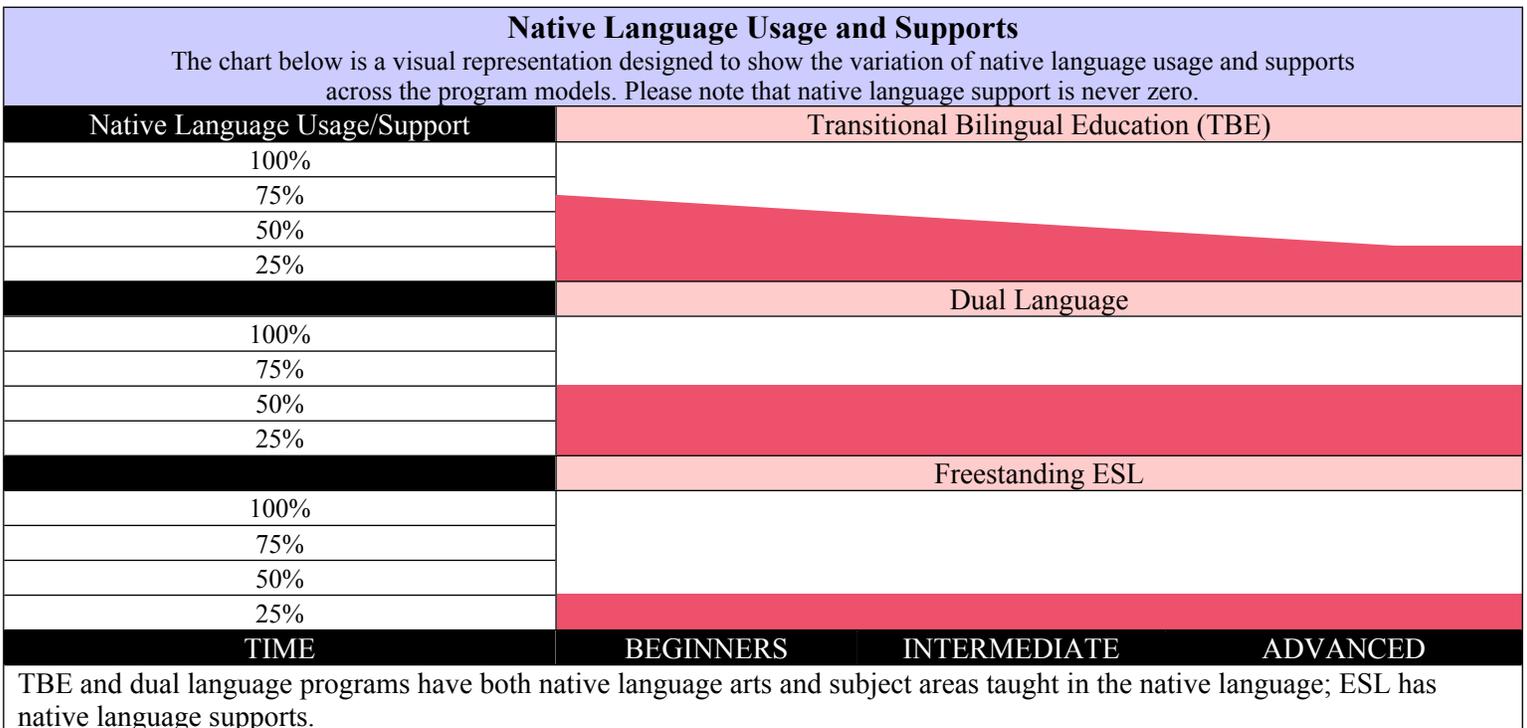
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

Achieve 3000 is used by our fifth and sixth graders. It also individually reinforces English Language Arts and Mathematics skills as per each student's needs via a Current Events based theme. This program also incorporates an e-mail program to reinforce each student's social skills.

The Green Mounytain Paper Company is used with seventh and eighth grades. It individually reinforces English Language Arts and Mathematics as per the student's needs via an real-world interactive simulation.

11. No programs/services for ELLs will be discontinued this year. Programs that were being used are to be continued and will be supplemented by the following programs.

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

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

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

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The Green Mounytain Paper Company is used with seventh and eighth grades. It individually reinforces English Language Arts and Mathematics as per the student's needs via an real-world interactive simulation.

12. See answer 5 above. All academic programs and activities at PS/IS 165 are open to ALL students, general education, special education and ELL students. They are provided with all services for which they are eligible.

At present all school programs are curricular. During the school day, as all classes are self contained, ELL students are registered in age appropriate classes and travel to all their classes with their classmates. As our ESL program is pull-out, Ms. Gabriel confers with each ELL teacher to find out the curriculum is being taught during the ELL's student's pull-out time. Ms. Gabriel uses this as the focal point for using the appropriate ESL strategies.

All ELL students are eligible for our 37 1/2 minute extended day sessions. These sessions stress test taking strategies and are important for each ELL student as each is tested at the end of the year using the NYSESLAT.

As our school has become a SINI-1 school for failing to meet AYP in ELA, free SES services from outside vendors are available for all students. Ms. Gabriel works with parents to sign up for a program. These programs take place on Monday, Wednesday and Friday for varying length periods from 1 1/2 hours to 2 hours. Other vendors provide service in the home or at their facility.

There are no extra-curricular programs due to severe budget cuts.

13. Texts and practice books, by category:

Beginner

Visions - Basic Language and Literacy: Thomson Heinle, Linse-Yedlin

Moving Into English: Harcourt

Grade 1 Phonics Practice Book: Harcourt

EveryDay Math

Impact Math

Social Studies: Glencoe

Science: Glencoe

Native Language Glossary

Native Language Literature Books

Intermediate

Visions - Language and Literature - Content Level A: Thomson Heinle

Everyday Math

Impact Math

Social Studies: Glencoe

Science Glencoe

Native Language Glossary

Native Language Literature Books

Advanced

Visions - Language and Literacy - Content Level B: Thomson Heinle, McCloskey-Stack

Everyday Math

Impact Math

Social Studies: Glencoe

Science: Glencoe

Native Language Glossary

Native Language Literature Books

Computer programs include the following:

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

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

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

Achieve 3000 is used by our fifth and sixth graders. It also individually reinforces English Language Arts and Mathematics skills as per each student's needs via a Current Events based theme. This program also incorporates an e-mail program to reinforce each student's social skills.

The Green Mountain Paper Company is used with seventh and eighth grades. It individually reinforces English Language Arts and Mathematics as per the student's needs via an real-world interactive simulation.

As previously stated, our ESL teacher will follow the NYS standard based instruction and students will be taught based on the Cognitive Academic Language Learning Approach. Topics will be taken from the regular curriculum and incorporate content areas across the curriculum. Students will write journals and will read at least 25 books. In addition, visual aids and immediately reinforced hands-on activities assist in ensuring comprehension.

14. Native Language Support is provided by Ms. Gabriel, the certified ESL teacher, Ms. Maldonado, the Literacy Coach, and Ms. Ballesteros, a Special Needs teacher. The use of the student's native language is used to continue the student's intellectual development, to assist in a more complete understanding of the English language, to help the student retain a personal and cultural identity, to preserve a link to the family's land of origin and to provide the student to become fluent in two different languages.

The ESL teacher also provides opportunities to communicate through pictures, to write in native language, to copy, print, label drawings, and write simple message. Students are encouraged to use sound-symbol relationship.

15. All required services support and resources correspond to ELLs' needs, ages and grade levels.

Instruction provided by the ESL licensed teacher, Ms. Gabriel, aligns the the students to their level (Beginner, Intermediate, Advanced) depending on their age and grade level, i.e, Early grade Beginners need more stress on repetition, visualization, modeling, conceptualization and vocabulary, while the upper grade Beginner use more bridging to adapt their prior knowledge to the new vocabulary and phrasing.

Resources, such as the technology programs are differentiated by each child's personal level. Texts are used in conjunction with the child's classroom teacher. ESL materials directly address each child's needs in a small group setting.

16. We have such small numbers, that we usually don't know we are having any new ESL students until they register at the beginning of school. Our ESL teacher does meet with parents and students to explain our program and students are escorted and introduced to their teacher. The teacher then introduces the students to the school and our expectations for them.

17. At our school French is the language offered to our ELLs as elective.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

Many parents accompany their children on school trips.

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

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

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

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

Among the academic topics covered by these surveys are:

- Learning Styles and Strengths
- Preparing your child for college
- Promotional Policy
- Graduation requirements
- Common Core State Standards
- New York State Learning Standards
- The Elementary English Language Arts Curriculum
- The Elementary Mathematics Curriculum
- The Middle School English Language Arts Curriculum
- The Middle School Mathematics Curriculum
- Preparing your child for the ELA and Math Exams
- Preparing your child for the Science Exam
- Understanding Parents' Right for Students in Bilingual or ESL programs
- Understanding Special Education Placement, Services and Resources

Among the Family Living Workshop

- Discipline vs. Child abuse
- Student Parent Rights
- The Importance of Cultural Identity
- Delinquency, Reform and Black/Latino Child
- Tailoring Your Parenting Style to Meet Your Child's Needs
- Communicating Effectively with your Child.
- Providing Emotional Support for your Child

Shaping Your Child's Personality
 Eating Healthy on a Limited Budget
 Understanding Your Child's Developmental Stages
 Prioritizing Goals and Responsibilities
 Talking with your child about sex and and sexuality
 Domestic violence and the family
 Grandparents raising Grandchildren
 Substance Abuse and Effect on Children
 Protecting your child from gang violence
 Creating Family Traditions

Other topics:

Bullying
 Why parents do not listen to their children

4. Based on the responses of our parents, we schedule workshops or activities that are requested. Throughout the year we have meetings/workshops to keep parents advised on what the school is doing. Activities, such as ELA Night, Math Night, Social Studies Night, Science Night, Articulation Night, Parent/Child Craft nights, are scheduled that give parents the opportunity to gain knowledge about ways to help their children in school subject areas and to interact with their own children, other families, and the staff. Written invitations to these meetings are sent home via the student's backpacks, School Messenger for translated phone messages and phone calls from the ELL teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	0	0	0	0	0	0	1	0	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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. We use ECLAS-2 in our early literacy grades to identify areas in need of improvement and to provide additional assistance in those areas to our 5 ESL students in grades K-3. Our early childhood students have shown on the assessment that they are in need of vocabulary enrichment, and comprehension skills. We also use Running Records to gauge the improvement in these areas. Our lower grade Inquiry Teams are creating strategies to improve the students' abilities in these areas.

2. In the current year, there has been one student who has been assessed on the LAB-R. She was found to be Not entitled. On the NYSESLAT Overall analysis we have 14 students. Seven (7) students are at the beginning level, 5 students are at the Intermediate level and 2 are at the advanced level. In the early childhood grades we have two beginners and two intermediate students. In the middle grades (4, 5, 6) we have three beginners, two intermediates and one advanced. In the upper grades, we have two beginners and one intermediate. Beginning students as well as intermediate and advanced students scores in listening/speaking match the proficiency level they achieved in reading/writing.

3. The listening/speaking and reading/writing analysis will be used to differentiate instruction to meet the individual needs of each student. Appropriate methods and strategies will be used to address each student's individual needs both by the ESL teacher, Ms. Gabriel, and the classroom teachers or subject area teachers in all grades.

4. Our school only offers a free-standing ESL program.

a) All tests are in English. For the 7 students who have taken the NYS Assessment:

- for Reading 6 students were level 1 and one student in the 6th grade was level 2

- for Mathematics our two 7th and 8th grade students were level 1. Two students in the fifth grade were level 2. Three students in the sixth grade were level 2.

b) ELL students only take assessments in English. There is no comparison to native language assessments as the students are not assessed in their native language.

c) School leadership and teachers use the results of the periodic assessments to gauge the effectiveness of the instructional program, the individual student's growth evidenced, and the needs that must be addressed in future planning both programatically and individually. School leadership meets with the ELL teacher and classroom teachers weekly to gauge the growth of students.

c) The school has become more aware of the needs of the students who are acquiring a second language. Staff understands the various stages and the characteristics that ELLs pass through on the way to fluency. Periodic assessments allow the teacher to prepare for the needs of the students as measured by responses from the assessment. The students' needs fall into comprehension and vocabulary in ELA and problem solving strategies and algebraic concepts in math.

d) From the results of the periodic assessments, the students' native language is used to use their prior knowledge to make connections to the concepts as they are stated in the new language.

5. Our school only provides a free-standing ESL program. This question is not applicable.n/a

6. We evaluate our program based on the growth achieved on the NYSESLAT, by the number of students who passed out based on the LAB-R, by the active participation of the students in the ESL program, by observation of the participation by the students in the regular classroom, by the informal observation of growth by each student in communication skills, by teacher's tests and other formal assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 165K

School DBN:

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 611

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school will post in a conspicuous location a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.