



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

PRINCIPAL: TARA R. EDMONDS

EMAIL: [TEDMONDS@SCHOOLS.NYC.GOV](mailto:TEDMONDS@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **MELODIE MASHEL**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
<b>Tara R. Edmonds</b>	*Principal or Designee	
<b>Doreen Luckey</b>	*UFT Chapter Leader or Designee	
<b>Lorrie Bennett</b>	*PA/PTA President or Designated Co-President	
<b>Judith Velazquez</b>	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Yvonne Williams</b>	CBO Representative, if applicable	
<b>Shawanda Weems</b>	Member/Teacher Chairperson	
<b>Zulma Torres</b>	Member/Elementary Teacher	
<b>Carol Lebron</b>	Member/PTA Co-President	
<b>Yudelca Martinez</b>	Member/PTA Secretary	
<b>Miguelina Martinez</b>	Member/PTA Treasurer	
<b>Elvia Nunez</b>	Member/PTA Title 1 Representative	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, students in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 3% increase by scoring at a Level 3 and 4 on the NYS ELA assessment.

### **Comprehensive needs assessment**

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

After a review of student performance over the course of a three years analysis on state assessments, it was determined that all student subgroups have had a small percentage of growth in performance of the English Language Arts assessment. As a result, we have made progress for all the students' subgroups a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

As per the chancellor instructional expectations and the continuous implementation of the Common Core Standards the PS/MS 15 professional community will work on understanding what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.

- PS/MS 15 will continue to support the implementation of the Common Core standards by focusing on designing coherent instruction, using text dependent questions, adding more discussion techniques and implementing different types of close reading strategies to develop comprehension. The explicit teaching of reading strategies will support students in become increasingly skillful at interpreting, understanding, and analyzing text. These reading strategies will be taught through a scaffolding method, which includes modeling the strategy, providing students with opportunities for guided practice with the strategy, and then having students independently apply the strategy.

The following strategies/activities are integrated in the of the school program to support the implementation of the initiatives:

- Every Thursday morning the AP meets with the ELA teachers to discuss different ELA strategies such as close reading, text dependent questions, and formative assessments. Also, each teacher is asked to do a presentation on how the strategies are implemented in the classroom and how students are engaged.
- Once a week ELA teachers have teacher team meetings for two periods to discuss and analyze the following: different close reading strategies, text dependent questions vs. text to self, text complexity, student's educational needs, formative assessment, common core units from Engage NY, rubrics and student work.
- Students will be exposed to Social Studies units that reinforced English Language Arts. This experience will foster students' knowledge of transferring information to other settings and see that Social Studies is not an isolated subject. ELA and Social Studies teachers will collaborate together during Teacher Teams to brainstorm the units and design learning activities. Social Studies teachers will design checklists and rubrics too that are similar to the ones students use in the ELA classrooms.
- During the school year, students will be selected to participate in an Extended Day program that will operate on Wednesdays and Thursdays from 3-4:30 pm. Students in the program at targeted Level 1 and Level 2 students. Additionally, these students are targeted on the morning Extended Session Program which operated on Mondays, Tuesdays and Wednesdays from 8:00 to 8:37 ½ am. The group size is 10 to 1 for General Education Students and English

Language Learners. Students with Disabilities are in group sizes of 5 to 1. There is also a Saturday Academy Program that targets students that are Level 3's and 4's.

b) key personnel and other resources used to implement these strategies/activities, K-8 ELA Teachers, 3-8 Extended Day and Saturday Academy Teachers, Instructional Coach, Lead Teachers and Administrators will be the personnel supporting these strategies/activities. During Teacher Teams, we gather together by grade levels and once a month we gather as a community to share best practices. Additionally, providing professional development for Extended Session, Extended Day and Saturday Academy Teachers in order to unpack the ELA content of the units students are working on. Teachers are provided with Pacing Calendars and other supporting resources. Funding source will be through Title 1 and Fair Student Funding.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers conduct formative and summative assessments of each unit. During the teacher team meetings, teachers discuss the needs of their students, upgrade existing units, engage in cycles of inquiry and looked closely at student work to make adjustments to curriculum, assessment, and instruction. Also, rubrics are used to set criteria for assessing a particular type of work or performance. The rubrics include levels of potential achievement for each criterion.
- Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance.
- Thursday Morning-Teacher Teams Vertical Planning Meeting in ELA and MATH.
- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Common preps.
- Teachers will participate in on-going study groups to maximize implementation of lessons plans.

d) timeline for implementation: year-long calendar of professional development and initiatives to support this goal.

August 2012	<ul style="list-style-type: none"> <li>• Understanding the Framework for Teaching That Supports Good Planning and Preparation</li> <li>• Laying the Foundation for Teacher Teams for 2012-2013</li> <li>• Unit planning- Engage NY</li> </ul>
September – October 2012	<ul style="list-style-type: none"> <li>• Text dependent questions, introduce close reading, summative and formative assessment -Teacher Teams, Introduction of Danielson's framework</li> <li>• Implementation of Non-fiction book</li> </ul>
November – December 2012	<ul style="list-style-type: none"> <li>• Common Core-aligned instruction across subjects (Introduction of K-8<sup>th</sup> grade Social Studies Framework)</li> <li>• Roll out the Engage NY Units in order to prepare students for the rigorous common core learning standards.</li> <li>• Rubrics and Checklists revised in order to evaluate student work which clearly defines standards of performance.</li> <li>• Introduction to Domain 3: (Using Assessment in Instruction)</li> <li>• Engage NY – Changes in the ELA exam.</li> </ul>
January- February 2013	<ul style="list-style-type: none"> <li>• Implementation of Engage NY Units.</li> <li>• Rolling out the Rubrics from Engage NY – short response and essay.</li> <li>• Using Assessment in Instruction.</li> </ul>
March-April	<ul style="list-style-type: none"> <li>• Aligning Test Sophistication to Common Core Standards.</li> </ul>

2013	
May-June 2013	<ul style="list-style-type: none"> <li>• Revising September-October and November-December Units</li> <li>• Planning for May and June Units.</li> </ul>

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - ELA workshops and information sessions with parents will be offered. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
  - The school is utilizing “Teacher Ease” to receive progress reports and communications from teachers and administrators regarding student learning targets.
  - The school will host a curriculum night.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.
  - The school is creating a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school’s Title I status: X  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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**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).

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I and Title III funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Supervisor per session (3 days per week) provide support for teaching and learning in the after-school and Saturday Academy.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials that support the Extended Session in the AM.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (3 days per week) for Saturday and after school programs, and differentiated professional development.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### Annual Goal #2

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

By June 2013, students in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 3% increase in scoring at Level 3 and 4 on the NYS Math assessment.

### Comprehensive needs assessment

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

After conducting a three-year analysis of student performance on state assessments, it was determined that although there was an gradual increase in student performance during the 2009-2010 and 2010-2011 school years, there was a decrease in student performance during the 2011-2012 school year. As a result, we have made progress for all the students subgroups a priority goal for the school year.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
a) strategies/activities that encompass the needs of identified student subgroups,

As per the Chancellor City Wide Instructional Expectations and the continuous implementation of the Common Core Standards, The PS/MS 15 Professional Community will continue deepening the work of Charlotte Danielson to enhance the professional practices that support good quality teaching and enhance students' academic performance.

- PS/MS 15 will continue providing professional development to staff both in-house and through the DOE and Network opportunities to go deeper into specific areas of the Framework for Teaching - Charlotte Danielson that improve both teaching and learning and students' performance. The areas of foci will be identified by the new demands of the Common Core Standards in each grade- the Mathematics Focal Points, classroom observations and students' performance using a variety of assessments.
- The PS/MS 15 Mathematics staff will be engaged in professional activities that support best practices. Teachers will be trained to plan instruction using multiple entry points and to prepare students to use different ways to show what they know and are able to do. Teachers will be trained to model instruction using different techniques and strategies to help students represent and communicate their mathematical ideas using multiple representations.
- We will use a variety of assessments to measure students' understanding: NYC DOE Acuity Baseline Mathematics Assessments, In-House Initial and Final Assessments from DOE Units, In-house Formative Assessments, and Teachers' Feedback.
- We will continue the work of the Teacher Teams to support the professional growth of teachers and to improve instruction. Every week during the Teacher Teams, teachers will deepen their knowledge of the Mathematical Focal Points for specific grade levels by going deeper into the Mathematics Content. We will use the recommendations from John A. Van De Walle, Elementary and Middle School Mathematics Teaching Developmentally, 8<sup>th</sup> Edition, to identify the gaps in our instruction in reference to the Mathematical Focal Points in each grade level. We will use the recommendations to modify and create Mathematics units aligned to Common Core Standards and to design lessons with learning activities that are academically rigorous for our students. In addition, the work of the Teacher Teams will continue supporting our instruction by frequently "Looking at Student Work" and its effects on instruction on both teaching and learning. The PS/MS 15 Staff will gather frequently to share and reflect on best practices based on the assessment evidence (Class-work, tests, projects, homework, journal entries, etc.). We have vertical planning - teachers from

different departments and various grade levels - Special Education Teachers, ESL and the SETSS Teacher. Teachers will support each other by presenting their work weekly and by implementing the recommendations based on staff feedback and Charlotte Danielson's recommendations. As per the Chancellor Initiatives from 2011-2012 and 2012-2013 will continue using protocols to execute this practice.

Activities/Strategies used to identify the needs of identified student subgroups:

- The major needs of students' mathematical knowledge are the misconceptions about the Mathematical Process-Mathematical Practices. Students have difficulties interpreting multi-step problems, carrying out systematically ways to communicate and represent their mathematical ideas, and transferring concepts. The demands of the Common Core Standards in different grade levels and according to the Mathematical Focal Points require of students to articulate and demonstrate their knowledge using a variety of representations. As per Chancellor Initiatives in 2012-2013, students need to be exposed to cross curricular units where they see how mathematics topics are used in other contexts.
- By looking at students work periodically and interpreting and analyzing different types of data during our Teacher Teams, we have provided professional development to help teachers empower students to use rubrics and checklist. We have used the Charlotte Danielson's recommendations and other resources from NCTM (National Council of Teachers of Mathematics). Based on the units of studies or the particular mathematical focal point we are studying, we will design or own rubrics and checklist to help students improve their mathematical practices. With the collaborations of teachers from various departments, we have designed rubrics and checklist to address the needs of the different types of learners. For instance, in order to synthesize and break information on a multi - step problem before student intent to solve it, levels 1 and 2 students start first by using a checklist to assess their own work before they use rubrics. Levels 3 and 4 students may go straight into using rubrics and other checklists. Students are taught to use the checklist and rubrics first before asking for assistance by the teachers or other students. Teachers also collaborate with students to design rubrics and checklists that can help them with particular mathematics topics. The checklists are scaffold with steps to guide students with the initial thinking-understanding the problem, interpretation, multiple representations and communication.
- Students will be exposed to Science units that reinforced mathematics concepts. This experience will foster students' knowledge of transferring information to other settings and see that mathematics is not an isolate subject. Mathematics and Science teachers will collaborate together during Teacher Teams to brainstorm the units and design learning activities. Science teachers will design checklists and rubrics too that are similar to the ones students use in the mathematics classrooms.
- During the school year, students will be selected to participate in an Extended Day program that will operate on Wednesdays and Thursdays from 3-4:30 pm. Students in the program at targeted Level 1 and Level 2 students. Additionally, these students are targeted on the morning Extended Session Program which operated on Mondays, Tuesdays and Wednesdays from 8:00 to 8:37 ½ am. The group size is 10 to 1 for General Education Students and English Language Learners. Students with Disabilities are in group sizes of 5 to 1. There is also a Saturday Academy Program that targets students that are Level 3's and 4's.

b) key personnel and other resources used to implement these strategies/activities,  
K-8 Math Teachers, 3-8 Saturday School Teachers, Instructional Coach, Lead Teachers and Administrators will be the personnel supporting these activities. During Teacher Teams, we gather together by grade levels and once a month we gather as a community to share best practices. Supporting staff on Morning Enrichment, Extended Day and Saturday Programs will be trained by the Coach and Classroom teachers to unpack the mathematics content of the units the students are working on. Teachers will be provided with Pacing Calendars and other supporting resources the regular teachers use in the classrooms. Funding source will be through Title 1 and Fair Student Funding.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance.
  - Thursday Morning-Teacher Teams Vertical Planning Meeting in ELA and MATH.
  - Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
  - Common preps.
  - Teachers will participate in on-going study groups to maximize implementation of lessons plans.

d) timeline for implementation: year-long calendar of professional development and initiatives to support this goal.

Months	Topics
August 2012	<ul style="list-style-type: none"> <li>∞ Understanding the Framework for Teaching That Supports Good Planning and Preparation.</li> <li>∞ Laying the Foundation for Teacher Teams for 2012-2013</li> </ul>
September – October 2012	<ul style="list-style-type: none"> <li>• Unpacking the Mathematical Content of Unit 1-Teacher Teams</li> </ul>
November –December 2012	<ul style="list-style-type: none"> <li>• Common Core-aligned instruction across subjects (Science and Mathematics K-4)</li> <li>• Rubrics and Checklists</li> <li>• Introduction to Domain 3: (Using Assessment in Instruction)</li> </ul>
January – February 2013	<ul style="list-style-type: none"> <li>• Rolling Implementation of Engage NY Units</li> <li>• Using Assessment in Instruction</li> </ul>
March - April 2013	<ul style="list-style-type: none"> <li>• Aligning Test Sophistication to Common Core Standards</li> </ul>
May - June 2013	<ul style="list-style-type: none"> <li>• Revising September-October and November-December Units</li> <li>• Planning for May and June Units</li> </ul>

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Math workshops and information sessions with parents will be offered. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
  - The school is utilizing Teacher Ease in order to receive progress reports and communications from teachers and administrators regarding student learning targets
  - The school will host a curriculum night
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.
  - The school is in the process of creating a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**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).*  
*As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I and Title III funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:*
  - *Supervisor per session (3 days per week)*
  - *Professional instructional materials to support curriculum development during the regular school day*
  - *Consumable instructional materials that support the Extended Session in the AM.*
  - *Consumable instructional materials for use during extended day programs.*
  - *Teacher per session (3 days per week) for Saturday and after school programs, and differentiated professional development*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### Annual Goal #3

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

By June 2013, Students with Disabilities and Limited English Proficient student subgroups in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 2% increase in scoring at Level 2 and 3 on the English Language Arts assessment.

#### Comprehensive needs assessment

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

After conducting a three-year analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups have underperformed all other student groups on the ELA assessment. As a result, we have made progress for our ELL and SWD all student subgroups a priority goal for the school year.

#### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,

As per the Chancellor City Wide Instructional Expectations and the continuous implementation of the Common Core Standards, The PS/MS 15 Professional Community will continue deepening the work of Charlotte Danielson to enhance the professional practices that support good quality teaching and enhance students' academic performance.

#### General Education Students with IEP's

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

#### Self-Contained Special Education Classes

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

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

At risk students will be identified based on assessments such as State ELA and Math assessments, DRA 2, Everyday Math Unit assessments, running records, conferring and informal teacher observations. These students will be provided targeted small group instruction in a variety of modalities including guided reading, guided math, after school and extended day programs. Also, classroom teachers and paraprofessionals will provide differentiated instruction to their at risk students. Throughout the year, these students will be assessed to determine next steps and continuously inform instruction.

#### English Language Learners

ELL's will receive support both from the classroom teacher and an ESL certified push-in teacher. This support and instruction will be provided during ELA instruction within the general education classroom. Our program is designed to increase students' second language instruction as they progress in their educational career and at the same time continues to nourish their literacy in the native language.

Activities used that encompass the needs of identified student subgroups

- Implementation of AVENUES, TREAURES and other research based materials in order to strengthen language acquisition.
- Integration of technology with Smart Board and classroom computers to meet various learning styles and modalities.
- Mini computer lab that will enhance and support a differentiated learning program for struggling readers and writers: Imagine Learning.
- Participate in targeted small group instruction with classroom teacher and ESL Certified Teacher and SETTS Teacher.
- Differentiated instruction to meet the wide range of needs of students.
- Extended Day, Saturday Academy, ESL Academy and Extended Session Program to further support language acquisition.

b) key personnel and other resources used to implement these strategies/activities.

K-8 Math Teachers, 3-8 Saturday School Teachers, Instructional Coach, Lead Teachers ESL Certified and SETSS Teacher, IEP Teacher and Administrators will be the personnel supporting these activities.

During Teacher Teams, we gather together by grade levels and once a month we gather as a community to share best practices. Supporting staff on Morning Enrichment, Extended Day and Saturday Programs will be trained by the Coach and Classroom teachers to unpack the mathematics content of the units students are working. Teachers will be provided with Pacing Calendars and other supporting resources the regular teachers use in the classrooms.

Funding source will be through Title 1 Fair Student Funding, IEP Teacher, NYSTL Software, Phase 1 SE Transitional Funding, NYSTL Textbook and Title III

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Teachers conduct formative and summative assessments of each unit. During the teacher team meetings, teachers discuss the needs of their students, upgrade existing units, engage in cycles of inquiry and looked closely at student work to make adjustments to curriculum, assessment, and instruction. Also, rubrics are used to set criteria for assessing a particular type of work or performance. The rubrics include levels of potential achievement for each criterion.
- Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance.
- Thursday Morning-Teacher Teams Vertical Planning Meeting in ELA and MATH.
- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Common preps.
- Teachers will participate in on-going study groups to maximize implementation of lessons plans.
- Team teaching with licensed ESL teacher and IEP Teachers.
- Continuous professional development in Avenues Program and best practices of language acquisition.
- Continuous professional development in differentiated instruction to further meet the needs of our ELL /SWD population
- Planning periods with push in ESL /SETTS teachers to strengthen collaboration.
- Extended time support to provide targeted small group instruction.
- Professional development on creating standards based common assessments.

d) timeline for implementation: year-long calendar of professional development and initiatives to support this goal.

August 2012	<ul style="list-style-type: none"> <li>• Understanding the Framework for Teaching That Supports Good Planning and Preparation</li> <li>• Laying the Foundation for Teacher Teams for 2012-2013</li> <li>• Unit planning- Engage NY</li> </ul>
September – October 2012	<ul style="list-style-type: none"> <li>• Text dependent questions, introduce close reading, summative and formative assessment -Teacher Teams, Introduction of Danielson's framework</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of Non-fiction book</li> </ul>
November – December 2012	<ul style="list-style-type: none"> <li>• Common Core-aligned instruction across subjects (Introduction of K-8<sup>th</sup> grade Social Studies Framework)</li> <li>• Roll out the Engage NY Units in order to prepare students for the rigorous common core learning standards.</li> <li>• Rubrics and Checklists revised in order to evaluate student work which clearly defines standards of performance.</li> <li>• Introduction to Domain 3: (Using Assessment in Instruction)</li> <li>• Engage NY – Changes in the ELA exam.</li> </ul>
January-February 2013	<ul style="list-style-type: none"> <li>• Implementation of Engage NY Units.</li> <li>• Rolling out the Rubrics from Engage NY – short response and essay.</li> <li>• Using Assessment in Instruction.</li> </ul>
March-April 2013	<ul style="list-style-type: none"> <li>• Aligning Test Sophistication to Common Core Standards.</li> </ul>
May-June 2013	<ul style="list-style-type: none"> <li>• Revising September-October and November-December Units</li> <li>• Planning for May and June Units.</li> </ul>

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- IEP, ELA and Strategies for ELL’s Workshops and information sessions with parents will be offered. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school is utilizing Teacher Ease in order to receive progress reports and communications from teachers and administrators regarding student learning targets
- The school will host a curriculum night
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.
- The school is in the process of creating a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school’s Title I status: X  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.

X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants   Other

If other is selected describe here:

**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).
- As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I and Title III funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:*

- Supervisor per session (3 days per week) to support teaching and instruction.
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials that support the Extended Session in the AM.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (3 days per week) for Saturday and after school programs, and differentiated professional development.

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### Annual Goal #4

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

By June 2013, Students with Disabilities and Limited English Proficient student subgroups in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 2% increase in scoring at Level 2 and 3 on the NYS Mathematics State assessment. .

#### Comprehensive needs assessment

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

After conducting a three-year analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups have underperformed all other student groups on the MATH assessment. As a result, we have made progress for our ELL and SWD all student subgroups a priority goal for the school year.

#### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: As per the Chancellor City Wide Instructional Expectations and the continuous implementation of the Common Core Standards, The PS/MS 15 Professional Community will continue deepening the work of Charlotte Danielson to enhance the professional practices that support good quality teaching and enhance students' academic performance.

a) Strategies/Activities that encompass the needs of identified student subgroups.

PS/MS 15 will continue to support the implementation of the Common Core standards by focusing on designing coherent instruction, using text dependent questions, adding more discussion techniques and implementing different types of close reading strategies to develop comprehension. The explicit teaching of reading strategies will support students in become increasingly skillful at interpreting, understanding, and analyzing text. These reading strategies will be taught through a scaffolding method, which includes modeling the strategy, providing students with opportunities for guided practice with the strategy, and then having students independently apply the strategy.

Activities that encompass the needs of identified student subgroups.

- The major needs of students' mathematical knowledge are the misconceptions about the Mathematical Process-Mathematical Practices. Students have difficulties interpreting multi-step problems, carrying out systematically ways to communicate and represent their mathematical ideas, and transferring concepts. The demands of the Common Core Standards in different grade levels and according to the Mathematical Focal Points require of students to articulate and demonstrate their knowledge using a variety of representations. As per Chancellor Initiatives in 2012-2013, students need to be exposed to cross curricular units where they see how mathematics topics are used in other contexts.
- By looking at students work periodically and interpreting and analyzing different types of data during our Teacher Teams, we have provided professional development to help teachers empower students to use rubrics and checklist. We have used the Charlotte Danielson's recommendations and other resources from NCTM (National Council of Teachers of Mathematics). Based on the units of studies or the particular mathematical focal point we are studying, we will design or own rubrics and checklist to help students improve their mathematical practices. With the collaborations of teachers from various departments, we have designed rubrics and checklist to address the needs of the different types of learners. For instance, in order to synthesize and break information on a multi - step problem before student intent to solve it, levels 1 and 2 students start first by using a checklist to assess their own work before they use rubrics. Levels 3 and 4 students may go straight into using rubrics and other checklists. Students are taught to use the checklist and rubrics first

before asking for assistance by the teachers or other students. Teachers also collaborate with students to design rubrics and checklists that can help them with particular mathematics topics. The checklists are scaffold with steps to guide students with the initial thinking-understanding the problem, interpretation, multiple representations and communication.

- Students will be exposed to Science units that reinforced mathematics concepts. This experience will foster students' knowledge of transferring information to other settings and see that mathematics is not an isolate subject. Mathematics and Science teachers will collaborate together during Teacher Teams to brainstorm the units and design learning activities. Science teachers will design checklists and rubrics too that are similar to the ones students use in the mathematics classrooms.
- During the school year, students will be selected to participate in an Extended Day program that will operate on Wednesdays and Thursdays from 3-4:30 pm. Students in the program at targeted Level 1 and Level 2 students. Additionally, these students are targeted on the morning Extended Session Program which operated on Mondays, Tuesdays and Wednesdays from 8:00 to 8:37 ½ am. The group size is 10 to 1 for General Education Students and English Language Learners. Students with Disabilities are in group sizes of 5 to 1.
- Integration of technology with Smart Board and classroom computers to meet various learning styles and modalities.
- Participate in targeted small group instruction with classroom teacher.
- Math cluster teacher.
- Differentiated instruction to meet the wide range of needs of students.
- Title III After-School Program, Saturday Academy, Extended Day/ Extended Session Programs and Extended time to further support language.

b) key personnel and other resources used to implement these strategies/activities.

K-8 Math Teachers, 3-8 Saturday School Teachers, Instructional Coach, Lead Teachers, IEP Teacher, ESL Certified Teachers and the SETSS Teacher and Administrators will be the personnel supporting these activities. During Teacher Teams, we gather together by grade levels and once a month we gather as a community to share best practices. Supporting staff on Morning Enrichment, Extended Day and Saturday Programs will be trained by the Coach and Classroom teachers to unpack the mathematics content of the units students are working on. Teachers will be provided with Pacing Calendars and other supporting resources the regular teachers use in the classrooms.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Teachers conduct formative and summative assessments of each unit. During the teacher team meetings, teachers discuss the needs of their students, upgrade existing units, engage in cycles of inquiry and looked closely at student work to make adjustments to curriculum, assessment, and instruction. Also, rubrics are used to set criteria for assessing a particular type of work or performance. The rubrics include levels of potential achievement for each criterion.
- Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance.
- Thursday Morning-Teacher Teams Vertical Planning Meeting in ELA and MATH.
- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Common preps where General Teacher push-in to support Special Education Students.
- Teachers will participate in on-going study groups to maximize implementation of lessons plans.

d) timeline for implementation.

Months	Topics
August 2012	Understanding the Framework for Teaching That Supports Good Planning and Preparation.

	∞ Laying the Foundation for Teacher Teams for 2012-2013.
September – October 2012	<ul style="list-style-type: none"> <li>• Unpacking the Mathematical Content of Unit 1-Teacher Teams.</li> <li>• Looking at data for NYSESLAT and IEP's to drive instruction.</li> </ul>
November –December 2012	<ul style="list-style-type: none"> <li>• Common Core-aligned instruction across subjects (Science and Mathematics K-4)</li> <li>• Rubrics and Checklists</li> <li>• Introduction to Domain 3: (Using Assessment in Instruction)</li> </ul>
January – February 2013	<ul style="list-style-type: none"> <li>• Rolling Implementation of Engage NY Units</li> <li>• Using Assessment in Instruction</li> </ul>
March - April 2013	<ul style="list-style-type: none"> <li>• Aligning Test Sophistication to Common Core Standards</li> </ul>
May - June 2013	<ul style="list-style-type: none"> <li>• Revising September-October and November-December Units</li> <li>• Planning for May and June Units</li> </ul>

**Strategies to increase parental involvement**

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- Math workshops, Strategies for working with ELL's information sessions with parents will be offered. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school is utilizing Teacher Ease in order to receive progress reports and communications from teachers and administrators regarding student learning targets.
- The school will host a curriculum night.
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**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	Close Reading,	Students receive small group, one-to-one and whole class as needed.	<i>During school day general education, special needs, and ELL's receive push in and classes or pull out services in Small groups (8-10 students).</i>
Mathematics	<i>Everyday Math end of unit exams , IMPACT, and ACUITY ITA assessments. Teachers will use the Ready and "Coach" books as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in Preparing our students for academic success.</i>	<i>Small group instruction is provided by teachers during the day school and during extended day Tutoring sessions.</i> <b>Science</b> <i>Specialist evaluates assessments so that areas of student</i>	<i>Service is provided during the Extended Morning Session (37 ½ min), during the school day, during after-school as well as the ESL and Saturday Academies.</i>
Science	<i>Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction. Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction. Students are immersed in analyzing Those social issues that impact their environment as the instructional focus. Through this</i>	<i>Students are taught in whole groups; small groups push in and pull out in a group of up to 10 students utilizing project-based instruction.</i>	<i>During extended day teachers provide AIS instruction.</i>

	<p><i>AIS model</i>  <i>students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a</i>  <i>Students are immersed in analyzing Those social issues that impact their environment as the instructional focus. Through this AIS model</i>  <i>students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a</i></p>		
Social Studies	<p>A Social Studies Cluster teacher provides added support using historical fiction, DBQ's, Newspapers Students may request Support sessions with staff at different times such as lunch. During ELA Non-Fiction unit students are instructed in how to address content Based information. There are cross curricular connections made between ELA and the</p>	Support is given in whole and small groups.	Students in grades 5 - 7 grade are provided extra support during the day Students in the eighth grade receive support during our morning and Saturday Academy (contingent on budget)

	content areas throughout the School year.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><i>Strategies used: Second Step character education, play therapy, art therapy.</i></p> <p><i>Conducts Functional Behavior Assessments (FBAs) &amp; Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal &amp; informal classroom observations using methods including interval time</i></p> <p><i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral. An evaluation, functional behavioral assessment (FBA), a behavioral intervention plans (BIP).</i></p> <p><i>There was a consultation with the family who was referred to a community agency</i></p>	<p><i>Instruction is delivered one to one and small group.</i></p> <p>.</p>	<p><i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral.</i></p>

### 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.

*The strategies and activities that are used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualifies is:*

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The Payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.*
- *Mentors are assigned to support new teachers, struggling and un-qualified teachers.*
- *Professional development surveys are conducted in September to assess Teachers interest and needs in order to provide high quality Professional Development.*
- *Intra and Inter visitations are scheduled and conducted in order to provide additional support.*
- *Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance*

## **PS/MS15 PARENT INVOLVEMENT POLICY (PIP)**

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. PS/MS 15 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;

PS/MS 15'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 to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> 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;

PS/MS 15 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;

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

PS/MS 15, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help Children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

### **School Responsibilities**

#### **PS/MS 15 will:**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

PS/MS 15 will set high expectations for students and teachers so that all instruction will be based on the State Learning Standards. Students at risk of not meeting Standards will be provided with Academic Support.

1. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - November 2012 and March 2013..
  - Parent/Teacher conferences will be held twice a year, with additional informal
  - conferences schedule as needed throughout the year
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 2 times per academic year.
  - Parents will be provided with ongoing information about their child's progress
  - through report cards (3 times in the Elementary School and 4 times in the middle
  - School).
  - Provide parents reasonable access to staff. Specifically, staff will be available for
  - consultation with parents as follows:
  - Parents can request conferences with staff by stopping in at the Main Office to request one, by sending in a note to either their child's teacher or to the office, or by telephoning the school to request it. They can also post a message on the website to their child's teacher or any administrator, requesting an appointment.
  - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents can sign up for Learning Leaders training
  - Teachers will send home a memo requesting parents to indicate their willingness to volunteer and participate in their child's class
  - Teachers will send home notices for Share Days when parents will be invited to observe.
  - Teachers may invite parents to informal visits for Parent Teas.
  - Involve parents in the planning, review, and improvement of the school's parental
  - Involvement policy, in an organized, ongoing, and timely way.
  - Parent Coordinator will meet with P.T.A. to gather input and share it with the
  - School Leadership Team.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
  - The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
  - The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  - We hold an annual meeting for all parents to inform them of the Title 1 opportunities and programs
  - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to

the extent practicable, in a language that parents can understand.

- Annual Parent Orientation meetings are held in September for each grade to inform parents of any changes in the school's educational plan, budget allocations and special programs and activities for the school year. Parent Coordinator will organize opportunities for parent input and feedback
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Parents will be informed of the results of their child's performance on the State assessment tests

### **Parent Responsibilities**

- We, as parents, will support our children's learning by agreeing:
- To become familiar with and support the school safety plan and the school discipline code and other school policies.
- To be involved with our child's education by attending special classes, school activities and parent/teacher conferences in the school year.
- To ensure that our child comes to school prepared and on time and is picked up on time.
- Parents will sign a contract to ensure the above. According to the chancellor's regulation, three latenesses equal one absence and will count against perfect attendance.
- To send a letter or doctor's note to the child's teacher explaining the child's absence.
- To communicate with our child's teacher regularly regarding the child's educational needs through notes, telephones conversation and individual conferences.
- To communicate with our child's teacher and administrators to obtain additional work to prepare for standardized testing.
- To review our child's class work daily; and to set a specific time for homework to be completed and signed.
- To set aside a small area (or table) in our home to serve as a family library with a variety of books, magazines, newspapers, dictionaries, etc. This area should include a place for our child to do his/her homework.
- To monitor the amount of time and the types of books our child reads during the school year
- To set a regular hour for bedtime to insure that our child gets the proper rest for school.
- To read to our child in grades K-2 for a minimum of three hours a week for 15 to 30 minutes a session; and read with or to our child in grades 3-5 for a minimum of one hour and a half a week.
- To have our child read to you one book a day in grades K-2 and in grades 3-5 one chapter a day.
- To serve as literacy role model by reading at home and taking our child to the library, literacy classes offered at the school or other community centers.
- To set aside some time to attend class trips and celebrations and help our child's teacher with other students.
- To set some time to become a school volunteer through the Learning Leaders Program.
- To offer our talents and special skills to our child's teacher as a service and resource to the class.
- To support the efforts of the Parents Teacher Association by making a yearly family contribution and by attending at least three P.T. A. meetings a year.
- To take our child on educational trips and family outings throughout the Bronx and the city, especially during the Christmas recess, winter recess, spring recess and summer.

### **Student Responsibilities**

- We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



**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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

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

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

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

Paste response to questions 1-6 here

1. Identification of ELL's: When a child is register at the school, the parent is interviewed orally in English/ native language by a ESL/Bilingual certified pedagogue and given a Home Language Identification Survey (HLIS) to complete. In the parent's native languagehe/she is asked questions concerning the child's prior education, extra curriculum activities and the languages he/she uses at home and with friends. The parent is given the support he/she needs completing the HLIS. The child is interviewed in English and in his/her native language. If the child has attended school, questions are asked about his/her previous education and school records are reviewed. He /she is asked questions about school and extra curriculum activities. This helps to determine his/her strength in both English and his/her native language (Spanish). The kindergarten students have a half day orientation in a kindergarten classroom with a kindergarten teacher. Activities are planned for the new incoming kindergarten students and the students are observed and interviewed by the ESL teacher. During this time the parents are given an orientation introducing them to the different programs available in the school, the support staff and curriculum. The HLIS survey is reviewed by a certified ESL teacher and the students that qualify are administered the LAB-R within ten days of the registration. If the student does not receive a passing score in the LAB-R, he/she is administered the LAB-R in spanish. The test is administered the next day. Three days after the administration of the LAB-R the parents are notified of the results and asked to come to orientation and complete a Parent Survey and Program Selection. During the orientation, the parents are shown the video that explains the different programs in the native language. The different programs are also explained in detailed and all questions and concerns are addressed. Every year our ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to evaluate the students needs and to help teachers plan instruction to meet those needs. To ensure that every ELL is administered the NYSESLAT annually, the ATS report -New York City Public Schools Primary/Secondary Report is used (RMSR), as well as the ARIS report. The following pedagogues administered the NYSESLAT: ESL, and Bilingual Certified teachers.
2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL the following process is place: Three days after the administration of the LAB-R a letter is written to the parents informing them of the LAB-R test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. During the orientation, parents also complete a Parent Survey and Program Selection Form. The following pedagogues administer the HLIS: Bilingual and ESL Certified teachers, Bilingual Certified Guidance Counselor. the following pedagogues administer the LAB-R: Bilingual and ESL Certified teachers. The following pedagogues attend orientation-outreach and assist parents in filling out the Parent Survey and Program Selection and answer any questions they may have concerning the three program choices: ESL and Bilingual Certified teachers.
3. Working with the Parent Coordinator, if a parent cannot make the orientation meeting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also informed them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing, as well as make a home visit. All entitlement letter and Parent Survey and Program Selections Forms are maintained and Kept in the

ESL Room 211.

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	20		0	19		4	8	0	6	47
Total	20	0	0	19	0	4	8	0	6	47

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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	4	4	9	3	7	11	4	5	0	0	0	0	0	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	4	9	3	7	11	4	5	0	0	0	0	0	47

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

## A. Programming and Scheduling Information

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

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

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

a. At present, we have no SIFE students.

b. The newcomer ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. The students will meet for 45 minutes 5 times a week. ESL teacher will use instructional strategies to support the development of speaking, listening, reading and writing. In addition, a comprehensive approach to balance literacy will be implemented. The students will have 150 minutes of literacy instruction which will expose them to listening, speaking, reading, writing, word study and test strategies. The skills will be practiced everyday in a workshop format. The students' growth will be monitored through the use of teacher-made assessment, NYS tests, alternate assessment, conferencing, portfolios, etc. Using the Hampton-Brown (Avenues) assessment tool the students, will be assess every 4 to 6 weeks. This assessment will drive instruction. The students will also participate in 37 1/2 minutes, three times a week of intensive reading and writing before school. Appropriate materials that will help develop the students' speaking, listening, reading and writing will be used. During the school year, ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

c. ELL's receiving service 4 to 6 years participate in a Push In instructional Model with a licensed ESL teacher. Working with the literacy teacher, the ELL's needs are evaluated and materials and strategies are used to meet those needs. The ELL's also participate 37 1/2 minutes three times a week of intensive reading and writing before school. They will also attend the extended day program. The program will be held after school on Wednesday and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. The ESL teacher differentiates instruction by evaluating the students' needs and providing them with the scaffolding, vocabulary and strategies they need in order to function academically in English.

d. Long-Term ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. They also participate in 37 1/2 minutes, three times a week of intensive reading and writing before school. During the school, the ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minutes program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams.

e. Ell's identified as having special needs participate in a Push-out instructional Model with a licensed ESL teacher. They also participate in 37 1/2 minutes, three times a week on intensive reading and writing before school. During the regular school hours, the ELL's participate in a comprehensive approach to balanced literacy. Students are exposed to reading, writing, listening, word study and test strategies. The students' growth is monitored through the use of teacher-made assessment, NYS tests, conferencing and portfolios.

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

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

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

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

Our ELL-SWD is afforded equal access to all school programs. The students participate in the 37 1/2 minutes of intensive instruction three times a week; they participate in a Push-In model program one period a day for 45 minutes where a certified ESL teacher works in collaboration with the classroom teacher; they participate in a comprehensive approach to balanced literacy for 150 minutes literacy instruction in grades three to five (3-5) and 135 minutes in grades six to eight (6-8) . ELL's learners in the 7th and 8th grades participate in

## A. Programming and Scheduling Information

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

### 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	N/A			
Social Studies:	English			
Math:	English			
Science:	English			

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

### C. Schools with Dual Language Programs

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

We do not have a dual language program.

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

3. The needs of parents are assessed on a continuous basis. Parents consult with the Parent Coordinator to identify areas of interest and/or concerns. Upon receipt of this information, the staff is able to address these matters within the appropriate forum. The following activities that assist parents include Parent/Teacher Conferences, workshops, as well as Town Hall, PTA and/or SLT meetings and progress reports. As an added feature to support parents, they are encouraged to reach out to the bilingual parent coordinator who in turns supports and reaches out to the child's teacher to discuss any issues or concerns.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	4	0	0	0	1	0	0					6
Intermediate(I)		2	7	1	1	1	1	0	0					13
Advanced (A)		1	6	1	6	6	1	3	0					24
Total	0	4	17	2	7	7	3	3	0	0	0	0	0	43

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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**

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

1. The following assessment tools are used to assess early literacy skills of ELL's: ECLAS-2, DRA, EL SOL, teacher-made assessment, conferencing. Using this information we determine what are the needs of the ELL and what strategies, methodologies and materials will be used to best meet those needs.
2. The data reveals that after three years, the ELL's have achieved proficiency levels in Speaking/Listening and in Reading and Writing.
3. After evaluating the patterns across the NYSESLAT modalities, our ELL's need more instruction in reading and writing in the upper grades (3rd,4th, 5th, 6th, 7th)and a combination of all four modalities in the lower grades(K,1st).
4. A. N/A  
 B. Describe how the leadership and teachers are using the results of ELL Periodic Assessment.  
 c. What is the school learning about ELL's from Periodic Assisesments
5. N/A
6. Our ELL population continues to increase their skills as demonstrated in their NYS ELA and Math, Science scores. Students demonstrate an these State Tests a significant gain from Level 2 to 3 and 3 to 4 across the grades. Collaborative planning between the ESL teacher and the ELA/Math/Science/Technology teachers ensures that students are receiving the necessary tools through differentiated instruction that best meets their needs and allows them to achieve their greatest potential.

### 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:** Institute of Envir. Learning

**School DBN:** 10x015

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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**School Name: Institute of Envir. Learning****School DBN: 10x015****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Edmonds	Principal		1/1/01
Jacqueline Medina	Assistant Principal		1/1/01
Johnny Ortiz	Parent Coordinator		1/1/01
Zulma Torres	ESL Teacher		1/1/01
Lorrie Bennett	Parent		1/1/01
Jennifer Levitt/ELA	Teacher/Subject Area		1/1/01
Ana Royer/Science	Teacher/Subject Area		1/1/01
Haydee Santino	Coach		1/1/01
	Coach		1/1/01
Emma Snatana	Guidance Counselor		1/1/01
Maria Quail	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 01      **Network:** 109

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/MS 15	DBN: 10X015
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to continue to support the language development of our English Language Learners, we will have an after school program for our English Language Learners in the 2nd, 3rd, 4th and 5th grade during 2012-2013 school year. According to the 2012 NYSESLAT scores, these students need extra instruction in developing their academic English in reading and writing. The program will service 4 students in the 2nd grade, 10 students in the 3rd grade, 4 students in the 4th grade and 7 students in the 5th grade. The after school program will allow the English Language Learners to receive additional instruction in reading, writing and test preparation for the NYSESLAT examination. The after school program will be held after school on Wednesdays and Thursdays starting November 7, 2012 and ending April 24, 2013. The students will receive 90 minute sessions of instructional time in literacy and test preparation. The certified ESL teachers, using exemplary ESL methodologies will expose the students to oral expression, listening, reading, writing, word study and test strategies. The ESL teachers will target instruction to the linguistic and academic needs of the students, ensuring that instruction is aligned to the CCLS and it is age and grade appropriate. The Instructional materials that will be use to teach our English Language Learners will include Attansio & Associates – “Getting Ready for the NYSESLAT and Beyond”, and Phonics and Friends Classroom Set to build decoding and letter sound skills. The students will also use Imagine Learning English, a K-5 computer based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. These materials will be used to help support instruction.

### Part C: Professional Development

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

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

Begin description here: In order to address the needs of staff working with English Language Learners, two teachers who are working the Title III direct instruction program will participate in an ESL Study Group. The teachers will meet one hour per week for four weeks. In the workshop, we will discuss instructional strategies and methodologies such as graphic organizer, cooperative learning, scaffolding, pair work, phonics, guided reading, writer’s workshop, conferencing, rubrics, modeling and using data to drive instruction. We will study Terrell A Young and Nancy L. Hadaway, “Supporting the Literacy Development of English Language Learners” and Gilbert G. Garcia, “English Learners –Reaching the Highest Level of English Literacy”. The expectation is that the learning in the study group will lead to increased quality of instruction for ELLs and to enhancement of the after school program curriculum. In addition, Imagine Learning provides initial professional development. Teachers learn the different

### Part C: Professional Development

components of the program and how it should be implemented as well as how to use the program's student progress reports. Technical support is also available onsite by request. The teachers who are working with the Title III direct instruction program will also receive this training and support.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is implemented in various way. We arrange many activities throughout the school year which promote active parental engagement. Our activities include, but are not limited to Back to school Kickoffs, Parent/ Teacher Conferences, School Assemblies, Workshops, Parent/ Teacher Association (PTA) and School Leadership (SLT) Meetings. Parents and Guardians are also encouraged to schedule meetings with their child's teachers, administrators and the Parent Coordinator to address any academic concerns. The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus and Literacy INC., Start Strong etc. which provide health, parental, leadership workshops and educational support. There are also in-house workshops that are offered by our school community to support educational success. The workshops include informational sessions on topics such as promotional criteria, High School selection, analyzing and interpreting data, report cards, and overview of ARIS and Acuity Training. In order to engage our ELL's parents, these workshops and trainings are conducted in English and Spanish. In addition to these activities, we also have works shops that are specifically for parents of ELLs such as an overview of and information about services for ELL entitled students, ESL Methodologies and tools parents can use at home to help their children (leveled books, websites). In order to notify parents of all these activities we use letters written in English and Spanish, and the School calling post. The needs of parents are assessed on a continuous basis. Parents consult with the bilingual Parent Coordinator to identify areas of interest and/or concerns. Upon receipt of this information, we are able to address these matters within the appropriate forum. These include Parent/Teacher conferences, workshops, PTA and/or SLT meetings. As an added feature of support, parents are encouraged to reach out to their child's teacher to discuss any issues of concern. The teachers working with the Parent Coordinator and the administration work together so that matters are promptly addressed. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. We design our workshops to describe methods that can be utilized to support language acquisition and that can be easily utilized by our parents. We also target the families of our 8th grades by providing workshops and the High School selection process to ensure that our parents have the tools necessary to make informed decisions. "Feedback forms are distributed at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. We will host three parent workshops: The Read at Home Program, and Zumba classes for parents and children. These programs will run for one hour at a time for approximately 10 weeks.

### Part E: Budget

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

Allocation Amount: \$0

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