



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NICHOLAS HERKIMER SCHOOL
DBN (i.e. 01M001): 23K155
Principal: NELLY CORTES
Principal Email: NCORTES3@SCHOOLS.NYC.GOV
Superintendent: MAURICERE DE GOVIA
Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nelly Cortes	*Principal or Designee	
Cecille Sanquiche	*UFT Chapter Leader or Designee	
Kemesha Evans	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Kent	Member/ Teacher	
Marion Bourne	Member/ Teacher	
Valde Waithe	Member/ Teacher	
Jacqueline Henry	Member/ SLT Chairperson/Teacher	
Delvi Randolph	Member/ Parent	
Llana Reyes	Member/ Parent	
Reginald King	Member/ Parent	
Denise Jones	Member/ Parent	
Marie Cruz	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, a minimum of 18% of our students in grades 3-8 will score at Level 3 or above in ELA, as measured by the NYS ELA exam.

Comprehensive Needs Assessment

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

Based on citywide Instructional Expectations, along with our school's achievement data, which includes feedback from our Quality Review, our Progress Reports, our Learning Environment Surveys and our Teacher Effectiveness Pilot data, we developed the following school goals in order to drive the instructional core across classrooms:

- a. This goal relates to previous year's data by moving our level of performance from 12.6 to ensuring that 18 percent move to performance level.
- b. The intended outcome of this goal is to move the level of students at performance level from 37 students at performance level to 54 students at performance level.
- c. Our action plan for this goal is to determine which of our students are at the cusp of levels 2 and 3 and ensure that our RTI and Enrichment programs are designed around the specific needs of these students.
- d. We will track and determine success toward this goal by analyzing the item skill analysis of the state exam and providing baseline assessments in order to create individualized action plans and monitor student responses to the interventions via the MCLASS platform tracking device.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Instructional focus for the 2013-2014 school-year, which is to **enhance the rigor of lessons in order to increase student engagement**. As a school community, we see the connection between rigor and engagement. We have formulated a deeper understanding of these terms by defining each and developing big ideas relates to their meaning as indicated in the chart below.

RIGOR	ENGAGEMENT
<p>Respect Individual Goals Out of the box Resourceful We define rigor as engaging students through multiple entry points so that each student will have an equal opportunity for success toward college and career readiness.</p>	<p>Engagement of students is the ability for all teachers to plan rigorous, coherent lessons which include multiple entry points and assessments which tap into the cognitive and social modes of teaching and learning so that each student will have an equal opportunity for success toward college and career readiness.</p>

We **continue** to develop effective teaching practices through ongoing discussions on what effective teaching practices look like, feel like, and sound like. Although we focus on all 22 competencies of the Danielson rubric, we strategically use the rubric by applying weighed emphasis on the following areas in order to build teacher practice in relation to our instructional focus:

- **Designing Coherent Instruction**
 - **Questioning and Discussion Techniques**
 - **Using Assessment in Instruction**
- A focus on these three domains will build teachers' ability to design cohesive, rigorous, engaging lessons which contain multiple entry points aligned to the CCLS

that promote students' critical thinking skills. Within these lessons we expect to see:

- Teachers asking open-ended questions that foster students' higher level thinking
- Rubrics utilized and attached to student work with teacher comments and clear next steps for improvement.
- Accommodations for struggling students in the form of tasks which reflects multiple entry points for students
- Instructional coherence across grade levels
- Collaborative planning opportunities, teachers have the opportunity to develop strategies to improve students' proficiency levels and articulate steps for improvement and share professional practices.
- Data binders in which teachers collect formative and summative assessment data in which teachers gather evidence of student learning, evaluate student progress against key standards and adjust lessons/unit plans to meet the needs of all students. Data Binders are also utilized during teacher team meetings where they review student work and plan coherent rigorous strategies to meet the needs of all students.
- Current student work displayed in classrooms and around the school building which celebrates student learning
- Print rich environments across classrooms
- Teachers who embrace the cultural backgrounds of all students
- Visual representations which address the needs of our English Language Learner and SWD.

B. Key personnel and other resources used to implement each strategy/activity

Through careful planning and implementation of our instructional programs and with guidance from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal. 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 Funds, Title III, and human resources to implement this action plan as indicated below:

1. Instructional materials to support curriculum development during the regular school day and after school program
2. Teachers will receive differentiated professional development during the school day, by the network and/or via per session as funding permits
3. Supervisor per session (as funding permits)
4. Use of Tax Levy funds to pay for teachers, support staff and after school program
5. Use of Title I and II funds to pay for classroom and cluster teachers
6. Use Title I funds to fund after school programs
7. Use Title III funds to fund the Early Bird Program and Thursdays after school program
8. Funds set aside in Galaxy to support the needs of STH.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

This goal relates to previous year's Progress Report which indicates that our students are performing substantially below students citywide in ELA.

- The intended outcome of this goal is to move students from levels 1 and 2 to the performance level on the NYS ELA.
- Our action plan for this goal is to provide additional academic support and allow more time to provide instruction for our lower performing students. We began our ELL into action program in early October utilizing the title III funds. The beginner ELLS meet for our Early Bird program daily for one hour. We also have an ELL After School program on Thursdays for two hours. Ready New York CCLS ELA/NYS ELA are used for instruction during the After school program.
- We will track and determine success toward this goal by analyzing assessments in order to create individualized action plans and monitor student responses to the interventions via our DIBELS Next program monitoring and tracking system.

1.

D. Timeline for implementation and completion including start and end dates

- The Early Bird Program and Thursday program: October 2013 until Mid -January 2014 or until funding permits
- The After-School Program for Mandated level 1 students: January 2014
- 21st Century Afterschool Program: October 2013-June 2014.
- R.T.I. Program during the instructional day embedded into the daily schedule: September 2013-June 2014

- 50 minute Extended-Day Tutorial Program: Monday and Tuesdays/September 2013-June 2014
- Middle School Academic Enhancement Program: October 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- In addition, common planning time will be scheduled to allow teachers to meet and share best practices.
- Funds will be available to purchase needed ELA resources/Common Core Learning Standards resources.
- Inquiry Team Meetings will be held weekly to discuss the results from different assessments administered throughout the year (MOSL, DIBELS Next, Curriculum unit assessments, Performance Task.) Teachers will discuss strategies for using this data in order to plan, group, and differentiate instruction to meet the individual needs of students. Professional development on using Advance and MClass Platform will be conducted throughout the year.
- Baseline assessments administered during September –October for grades 3-8. On-going Progress Monitoring to assess students’ learning and to make adjustments to lessons/unit plans to meet the students’ individual needs.
- K-3 will be assessed using DIBELS Next, MOSL, baseline assessment followed by Progress Monitoring, during the following periods; (Sept. /Oct.,) (November/December.)(February/ March) (April / May)

1.

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).

Helping students to become college and career ready means helping to educate parents what it means to be college and career ready. Parents will participate in curriculum fair conducted by grade level teachers to become inform of the curriculum utilized in all grade levels aligned to the common core learning standards. They will participate in on going workshops with C.I.T.E. to continue to learn about the common core learning standards and the parents’ role in supporting their children. As a school community will support parents and increase understanding of college and career readiness by:

- Planning informational learning sessions to help parents become aware of the college and career skills needed to thrive in the 21st century.
- Reporting, to parents, the results of assessments through parent teacher conferences, via telephone calls and conferences and individual teacher meetings and giving them clear next steps around how to support their child in developing career and college readiness skills.
- Review Parent Involvement Policy (PIP) document attached to CEP that reference the strategies to increase parent involvement that aligned to the goals for our school community.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Through careful planning and implementation of our instructional programs and with guidance from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal. 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 Funds, Title III, and human resources to implement this action plan as indicated below:

- Instructional materials to support curriculum development during the regular school day and after school program
- Teachers will receive differentiated professional development during the school day, by the network and/or via per session as funding permits
- Supervisor per session (as funding permits)
- Use of Tax Levy funds to pay for teachers, support staff and after school program
- Use of Title I and II funds to pay for classroom and cluster teachers
- Use Title I funds to fund after school programs
- Use Title III funds to fund the Early Bird Program and Thursdays after school program
- Funds set aside in Galaxy to support the needs of STH.

Goal and Action Plan #2

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 2014, we will increase teacher effectiveness with a focus on the rigor of lessons and an increase in the level of student engagement.

Comprehensive Needs Assessment

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

The 22 Danielson competencies highlighted in the citywide instructional expectations were selected for their strong connection to the key instructional shifts. These competencies are connected to a body of research that shows continued use of the Danielson rubric enhances teachers' professional practice and impacts students' successful outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- a. This goal relates to the previous year is aligned to data collected during our participation in the Teacher Effectiveness Pilot during the 2012-2013 school year.
- b. The intended outcome of this goal is to increase overall teacher effectiveness with specific emphasis on our instructional focus
- c. Our action plan for this goal is:
 - i. To provide feedback to our teachers in the 22 Danielson competencies, with specific emphasis on the areas of rigor and engagement. School Leaders utilization of the ADVANCE system to record data from short frequent observation with next steps for improvement of teacher's practice embedded with support systems.
 - ii. Low inference teacher observations will be conducted by school leaders using the selected Danielson rubrics in order to determine professional development needs.
 - iii. To provide professional development based on teachers' needs. Professional Development will be supported by our network and in-house coaches.
 - iv. Initial Planning Conferences, Mid-Year self-assessments as well as End-Term Conferences will allow us to set and monitor goals and provide teachers with feedback related to Domain 1-Planning and Preparation, Domain 2- Classroom Environment, Domain 3- Instruction and Domain 4- Professional Responsibility.
- d. We will track and determine success toward this goal by analyzing the data from our observations as well as the data from the engagement tool we created in order to determine next steps for teachers
- e. To date, the trends indicate that we need to continue to develop our teachers in the areas of rigor and engagement. We will do so, by focusing on the following competencies:
 - i. Designing Coherent Instruction
 - ii. Questioning and Discussion Techniques
 - iii. Using Assessment in Instruction

B. Key personnel and other resources used to implement each strategy/activity

1. Target Population: All teachers including Clusters, Funded and Special Education Teachers.
2. Responsible Staff: School Leaders, Literacy Coach, Grade Leaders and Network Support Specialists

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Teachers will be provided feedback through ADVANCE, via midyear self-assessment of their progress and at post-observation conferences. The teachers will receive feedback with next steps after every short frequent observation cycle through-out the year.

D. Timeline for implementation and completion including start and end dates

1. September 2013 thru June 2014. Mid-Year conducted in January and End of Year conducted in May 2014. Bi-weekly and monthly observations conducted by school

leaders with next steps for improvement with embedded Professional Development.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Polyvision boards with overhead projectors were purchased for all K-8 classrooms and all of our special education and ESL classrooms. Our school was able to secure \$300,000 in funding from Councilman Dilan’s office to integrate additional technology into our curriculum. These funds were also utilized to purchase laptops for all of our classrooms. Each classroom has approximately five laptops to use for instructional purposes. The use of technology will afford teachers, during inquiry team meetings, to review student work and adjust lessons accordingly to meet the needs of all learners.
2. This relates to previous year’s goals which include a shift in practice toward the CCLS which include a focus on the integration of technology
3. The intended outcome is to enhance 21st century learning skills of our students to provide additional academic support and allow more time to provide feedback to teachers regarding infusion of technology into their lessons
4. We will track and determine success toward this goal by analyzing feedback in our observations to determine the use of these tools in the classroom.
5. To date, the trends indicate that teachers are utilizing the tools provided and the levels of student engagement have begun to increase.

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 school will support parents to increase their understanding of the teaching and learning expectations that will move students towards developing the skills and knowledge that will prepare them for college and career readiness. This will include:

- Planning informational learning sessions to help parents become aware of the assignments and tasks that will help students to be college and career ready.
- Reporting to parents school instructional focus through SLT in the area of teacher effectiveness and professional learning that the staff is undergoing to improve professional practice.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funds used to support this goal includes but is not limited to:

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 Funds, Title III and human resources to implement this action plan from September 2013-June 2014 as indicated below:

- Instructional materials to support curriculum development during the regular school day and after school program
- Teachers will receive differentiated professional development during the school day, by the network and/or via per session as funding permits
- Supervisor per session (as funding permits)
- Use of Tax Levy funds to pay for teachers, support staff and After School Programs
- Use of Title I and II funds to pay for classroom and cluster teachers
- Use of Fair Student Funding to pay for classroom teachers
- Use of Tax Levy funds to pay for teachers and support staff
- Use of IDEA funds to pay for Paraprofessionals and Support Personnel

Goal and Action Plan #3

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.

Implement Common Core Standards Shift Four-Text-based Answers: Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

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.

Teachers will focus on two particular shifts for 2013-2014 because choosing a high-leverage focus for the year allows a common conversation within and across schools and provides the opportunity to set a sensible pace toward full common core Standards alignment by 2014-2015. Teachers will focus their pedagogical growth on shifts that are essential in supporting students to meet the common Core Standards.

The shift in literacy will focus on the use of a wider range of texts--particularly informational—as well as deeper use of text to support arguments. It also requires teachers to ask a range of text-dependent questions to facilitate and encourage student discussion.

In an effort to have more frequent assessments of student learning, we will be assessing student learning on a bi-weekly basis, covering fewer standards throughout each unit of study. These assessments will be considerably more rigorous than previous measures of student performance; they will ask students to demonstrate their thinking by writing, explaining, arguing and describing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Teachers will examine student work during grade level inquiry team meetings on a weekly basis. All teachers will be engaged in collecting, looking at and analyzing student work.
- B. Key personnel and other resources used to implement each strategy/activity**
- Key personnel: Teachers, School Leaders, Coach and CFN Support Specialist.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Teachers will review, make adjustments and revise assessments aligned to the CCLS in their grade level teacher teams. Teachers will use the results of bi-monthly student assessments and summative assessments at the end of each unit to collaboratively assess the student work and identify trends in both the population at large and within sub-groups. This data will then be used to make decisions about curriculum and instruction including which skills and standards to emphasize based on student learning needs.
- D. Timeline for implementation and completion including start and end dates**
- Timeline: September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Administration, ELA Ambassadors, Network Achievement Coaches, teachers. Other resources: Common Core Library, EngageNY

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 school will support parents to increase their understanding of the teaching and learning expectations that will move students towards developing the skills and knowledge that will prepare them for college and career readiness. This will include:

- Planning informational learning sessions to help parents become aware of the assignments and tasks that will help students to be college and career ready.
- Reporting to parents school instructional focus through SLT in the area of teacher effectiveness and professional learning that the staff is undergoing to improve Professional practice.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

Comprehensive Needs Assessment

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

academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	English Language Arts instruction that includes strategies to improve a student's performance to meet the Common Core Learning Standards. Methods for delivery of service include differentiated instruction for AM+PM	<ul style="list-style-type: none"> • Push In/Pull Out • After-School program • Small group • Morning program • After-School Program 	Extended Day programs, and R.T.I. Program during the instructional day
Mathematics	Social Studies instruction that includes strategies to improve a Student's performance to meet the Common Core Learning Standards and assist with required exit exams.	<ul style="list-style-type: none"> • Small group Instruction • Push In/Pull out • Morning program • After-School Program • Lunch time program 	Methods of delivery of service include differentiated instruction during the PM Extended Day program as well as during the instructional day.
Science	Science instruction that includes strategies to improve a student's performance to meet the NYS Performance Standards and assist with required exit exams.	<ul style="list-style-type: none"> • Push In • Small Group Instruction • Lunch time Program • Morning Program 	Methods for delivery of instruction include differentiated instruction during the PM Extended Day program as well as during the instructional day.
Social Studies	Social Studies instruction that includes strategies to improve a Student's performance to meet the Common Core Learning Standards and assist with required exit exams.	<ul style="list-style-type: none"> • Push In • Small Group Instruction • Lunch time Program • Morning Program 	Methods of delivery of service include differentiated instruction during the PM Extended Day program as well as during the instructional day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling students receive related services from the school Guidance Counselor on a weekly basis throughout the school day. Non-mandated students are seen by the Guidance Counselor on a need basis.	<ul style="list-style-type: none"> • Small group or one-on-one counseling is conducted during the school day. • On going through out the instructional day. 	At risk counseling is provided for students on a needs to basis.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • PS/IS 155 strive to recruit highly qualified teachers who are certified in the disciplines in which they teach. Teachers who have an assignment outside of their certification area will be closely monitored through observations and grade level or content area conferences. They will also receive support from, CFN, C.I.T.E and Talent Management Coach in the form of professional development, modeling, and inter-class visitation. • High quality, on-going professional development will be provided to all pedagogy, paraprofessionals, and cluster teachers. Professional development will be provided in-house by coaches, CFN, C.I.T.E and Talent Management Coach, and grade level teachers. Staff will also be also delegated to attend out-of-school workshops and conferences when appropriate, in an effort to enhance professional growth. All pertinent information will be disseminated to other staff members through professional development. • Strategies to attract high-quality, highly qualified teachers to high-need schools. Intensive Professional Development with per-session opportunities will be provided to new teachers. School Leaders and grade leaders will also assist new teachers by modeling best practices, and providing inter-class and inter-school visitations. • Collaborative groups on each grade level will work together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will have the opportunities to grow as professionals through on going professional develop from outside consultants and attending Professional Development with the CFN. All teachers participate in staff development opportunities so they will be rained in aligning instruction to the Common Core Learning Standards.</p> <p>Through this work they will:</p> <ul style="list-style-type: none"> • Develop skills in describing and analyzing student learning using evidence and examples • Identify learning gaps among NCLB student populations and create plans of action to address student learning needs • Self-assess and identify professional learning required to become more effective in teacher practice • Develop strong questioning techniques and skill asking questions in multiple ways to provide multiple entry points for students to engage in rigorous academic performance tasks • Develop skill and understanding in the principles of universal design for learning • Develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction, engaging students in learning, monitoring and assessing student learning.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs,

Head Start, etc.).

The Consolidated Funds will be used as follows:

- *Afterschool Programs from January 13, 2014 thru April 2014 for Students in Temporary Housing
- * Purchasing Common Core Instructional Materials
- * Provide extended day guidance support
- *Provide health education programs during the extended day

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The PK Students and parents meet with the Kindergarten teachers June 2014 (Meet and greet luncheon)
The PK Social Worker and Parent Coordinator conduct workshops in April, May and June in reference to the Kindergarten Curriculum and Expectations as we prepare students for college and career readiness.
The Social Worker and Psychologist inform parents of the early intervention services available to students that require additional supports and provide parents with documentation and next steps.
The parents visit Kindergarten classes and view the various activities and lessons conducted in these classrooms.
The parents are given various NYCDOE Websites to review over the summer to support students with the transition phase.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL Committee along with the UFT representative meet monthly to discuss assessment and next steps to improve instruction.
The grade level teachers meet twice a week to discuss assessments and make adjustments to instruction based on student performance and progress.
The teachers' receive on-going differentiated Professional Development based on teacher specific needs.
Teachers are assigned modules and or videos through the ARIS Learning Opportunities to improve their teacher practices.
They have an opportunity to self -evaluate their teaching practices and make improvements to their pedagogy.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.



Brown
Assistant Principal

THE NICHOLAS HERKIMER SCHOOL
P.S. /I.S. 155
Golden Academy Grades 6, 7 & 8
CHILDREN FIRST NETWORK # 401
1355 Herkimer Street, Brooklyn, NY 11233
(718) 495-7751 (718) 345-9064 fax

Nelly Cortes, Principal
Michelle Manns
Assistant Principal

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, PS/IS 155, 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 PS/IS 155 and the families. PS/IS 155 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 PS/IS 155 school community. PS/IS 155 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/IS 155 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. PSW/IS 155 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 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 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS/IS 155 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/IS 155, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. PS/IS 155 Responsibilities

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

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

Support home-school relationships and improve communication by:

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

PS/IS 155- Provide parents reasonable access to staff by:

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

PS/IS 155-Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Agrees:

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

III. Student Agrees:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 155
School Name Nicholas-Herkimer Elementary		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Nelly Cortes	Assistant Principal Mrs. D. Brown/ Mrs. M. Manns
Coach Jacqueline Henry	Coach
ESL Teacher Mrs. Zorayda Sanchez- Morales	Guidance Counselor Mrs. Santa Duran
Teacher/Subject Area Moises Barreto/Common Branch	Parent Kemesha Evans
Teacher/Subject Area Josefina Gomez-Valera/Grade 4	Parent Coordinator Ms. Elba Pimentel
Related Service Provider Lisa Kent	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	63	ELLs as share of total student population (%)	12.21%
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Part II: 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 checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	6
SIFE	13	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language										0
ESL	47	9	4	14	4	2	2	0	0	63
Total	47	9	4	14	4	2	2	0	0	63

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE	0	0	0	0	0	0	0	0	0					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	5	9	3	4	6	2	7	6	6					48
Chinese	1													1
Russian														0
Bengali			1											1
Urdu														0
Arabic			1			1	2	1						5
Haitian		1							2					3
French						1	1	1	2					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	10	5	4	6	4	10	8	10	0	0	0	0	63

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2	1	0	1	2	2	2	3	4					17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	3	1	3	1	1	1	4	2					20
Advanced (A)	3	1	3	2	1	6	3	1	3					23
Total	9	5	4	6	4	9	6	8	9	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	5	0	0	0	5
5	4	0	0	0	4
6	7	0	0	0	7
7	6	2	0	0	8
8	14	2	0	0	16
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	4	0	2	0	0	0	0	0	6
5	3	0	1	0	0	0	0	0	4
6	8	1	0	0	0	0	0	0	9
7	1	0	6	0	0	0	0	0	7
8	15	0	2	0	0	0	0	0	17
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	2	0	1	0	4
8	2	2	5	0	0	0	0	0	9
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

After reviewing and analyzing assessment data, the assessment tools our school uses to assess the early literacy skills of ELLs are aligned with common core state standards and are as follows: DIBELS, MOSL, Fountas and Pinnell NYSA, HARCOURT ASSESSMENTS, NYSESLAT, and formal and informal teacher assessments such as running records, diagnostic tools. We use DIBELS Next as a screener for grades 1-3. This assessment tool is given 3 times per year in the beginning (September-October), middle (January- February) , and end of the school year (April- June). DIBELS Next is a progress monitoring assessment it measures student's phoneme segmentation fluency, nonsense word fluency, and oral reading fluency levels 1-3. After each assessment an analysis is done in collaboration with classroom teachers and our Literacy Coach-Mrs. J. Henry, student's instructional plan is adjusted and aligned to meet specific learning needs. The data indicates if students are at the intensive, Strategic, and Benchmark measures. Students who score at Intensive receive progress monitoring every week. Students who score at Strategic receive progress monitoring twice a month, and students who score at Benchmark receive progress monitoring once per month by their classroom teachers. Overall, the students across benchmark measures have shown progression in reading skill development, and vocabulary fluency. The data shows that there is still more to be done with student's writing and comprehension. Students that score below level in strategic and benchmark measures will need to participate in lesson discussions, and formulate higher-order thinking questions. We need to expose students in oral reading fluency 1-3 in order to develop literal, short term recall questions, retelling as well as to expose them to merging thinking with content and acquiring knowledge. Our goal is to teach ELLs to show a deeper understanding and enjoyment of reading selections by reacting to information from any given text. Additionally, data from Fountas and Pinnell Benchmark Assessments show that from 60 ELL students tested in End of Year results, progression is slow and only a few students are meeting expectations in reading. 10 ELL students approached expectations in reading and therefore need short-term intervention. We find that 5 students met expectation but need to develop further reading strategies and 45 ELLs are in need of intensive intervention and have scored below A benchmark in 2013 End of Year Assessment. Our main focus is to prepare students to skim and scan for clues and answers in both fiction and nonfiction text. We plan to help students learn to organize thoughts sequentially and to put them into their own words. Also, we are currently in the process of utilizing Ready Read an online program for K-8 students. This innovative online program give students the opportunity to engage in purposeful and meaningful early literacy skills. This program includes diagnostic tests, student lexile levels, progress monitoring similar to DIBELS Next. Additionally, we utilize the Pre/Post Reading and Mathematics Assessment Measure of Student Learning (MOSL), New York State Alternative Assessment (NYSA), Grade 3 Baseline Assessments, Periodic Assessments for Reading and Math to evaluate reading fluency. Additionally, our Response to Intervention (RTI) includes assessment components for ELLs and utilize reading inventories, student running records, Fountas and Pinnell instructional level expectation for reading and Benchmark Assessment for K-8. The data collected will help our teachers further assist our ELLs in providing appropriate differentiated instruction and serve as a base for grouping for instruction. We monitor, analyze, and assess student progress and understanding of vocabulary and language structures through Harcourt Moving Into English reading program. This reading program includes a formal and informal Assessment Handbook that is utilized to monitor child's growth and progress in phonemic awareness, phonics, vocabulary, oral reading fluency, listening comprehension, writing, oral language proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data collected in LAB/LAB-R is used for ELL program placement and the NYSESLAT scores are used to group students according to Beginner, Intermediate and Advanced English proficiency levels, and serves to monitor student instructional progress. The NYSESLAT 2013 school year data shows that from a total of 52 students tested, 13 students are at the Beginning level, 19 students are at the Intermediate level, and 20 students are at the Advanced level. If we compare this data with NYSESLAT 2012 school year from 25 students that remain in our school and were tested, we found that 3 tested out and became proficient, there are 9 Beginners, 8 Intermediate, and 7 are in the Advanced English proficiency levels. Evidently, the data shows English proficiency growth. In the 2013 NYSESLAT data, 1 beginner scored Advanced level, 2 Beginners scored Intermediate level, 1 Intermediate level student scored Advanced level. 7 remained at beginner level, 5 remained Intermediate level, 7 remained at advanced level. The data indicates a need for more progress monitoring for reading fluency, levels of phonemic and phonics awareness, knowledge of basic sight words, and comprehension that assist us in grouping, planning, and delivery of instruction to address specific student needs. Intensive, strategic and benchmark levels provide us with vital information to help ELLs improve their academic instructional plan that is included in our Comprehensive Educational Plan, (CEP).The data patterns across proficiency levels based on NYSESLAT/LAB-R reveal that students are moving from one level to the next, that is from beginner to intermediate and from

intermediate to advance level, but are at a slower pace. We noticed students are having the greatest difficulty in achieving and passing to language proficiency level. We do not have this years NYSESLAT Modalities to determine students language proficiency growth. However, last years scores, teacher assessments, and student portfolios have been used to group students in language strands for instruction. This suggests the need for more intervention and implementation of interactive read alouds, and focus on comprehension skills and activities. Students will have lessons adapted using visual/visuals for discussion, recorded materials such as Big Books, read along, read-aloud, oral presentations, and other activities. The second lowest score was the Writing, which shows students need more participation in writing activities such as journal writing, essay writing, newsletter writing, and reports. Students scored higher in Speaking than in Reading, which suggests more reading activities such as reading in four voices, chunking paragraphs for comprehension, oral/silent reading, comprehension focus questions, reading in a variety of genres across the grade, and increase more literature for discussion. The results will serve to plan lessons for differentiated instruction and to support ELLs newly acquired language.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

4. For each program, answer the following:
 - a. 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?

The pattern across proficiencies and grade show that additional emphasis on instruction related to critical analysis in reading and writing is required especially for grades 3-8. But that we must pay more attention to student listening and speaking for all grades K-8. We must give students opportunity to express themselves on topics of interest and everyday situations. Additionally, Students are given the opportunity to complete the tests in English or in their native-language whichever one they feel comfortable with during testing. We consistently observe the pattern that after the third or fourth year in the program and once students master the skills in English, they choose to take the test in English than in the native language. Except for some students that need additional support and will require to have the translated test in order to review unfamiliar terms. The school leadership, LAP team members, and teachers, use the results of periodic assessments to determine the appropriate age-grade appropriate level materials that can be used for planning instruction, criteria for grouping ,interventions for students in both reading, mathematics, and other content area learning. Students are getting closer to meeting State standard in mathematics, but more math intervention and student practice is needed especially in grades 5-8. The school leadership, LAP team members, and teachers, use the results of periodic assessments to determine the appropriate materials, criteria for grouping ,interventions for students in both reading, mathematics, and other content area learning. Specific conversations take place revolving individual ELL students and their academic goals. Our staff meets during common preparation periods, staff conferences given on the first Monday of every month, and during inquiry team meetings every Wednesday from 2:20-3:10 on an on-going basis. Our school is learning that the ELLs can get closer to meeting State standard in ELA, Mathematics, and proficiency in the NYSESLAT, but more Math, Reading, and language intervention, and student practice is needed especially in grades 5-8. We plan to involve all teachers in providing Response to Intervention (RTI) as additional support to ELLs to all level 1 students as well as level 2 students. The school leadership, LAP team members, and teachers, use the results of periodic assessments to determine the appropriate materials, criteria for grouping ,interventions for students in both reading, mathematics, and other content area learning. Specific conversations take place revolving individual ELL students and their academic goals. Our staff meets during common preparation periods, staff conferences given on the first Monday of every month, and during inquiry team meetings every Wednesday from 2:20-3:10 on an on-going basis. Specific conversations take place revolving individual ELL students and their academic goals. Our staff meets during common preparation periods, staff conferences given on the first Monday of every month, and during inquiry team meetings every Wednesday from 2:20-3:10 on an on-going basis.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). (see [Rti Guide for Teachers of ELLs.](#))

The classroom teachers in collaboration with the Literacy coach, RTI and the ESL coordinator analyze the data to guide instruction. The information gathered from this analysis is used to plan grade-level appropriate differentiated instruction and strategies that are aligned to Common Core State Standards (CCSS) and ELL methodology in all four language modalities (listening, speaking, reading and writing). Additionally, we provide ELLs with rigorous, culturally responsive instruction. Students in K-5 receive an extra 45 minutes of literacy intensive tailored instruction outside the 90 minutes reading block as part of the RTI model. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. If the students demonstrate a need for more intensive academic support then they are moved into Tier 2 and 3.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We provide classroom teachers with professional development that is in line with making sure second language development is considered in instructional decisions and classroom practices. The Principal, ESL coordinator, classroom teachers, meet with SETSS, literacy coach, and special education team members such as school psychologist, guidance, speech teachers, during our PPC meetings to discuss students second language development and academic progress, SIFE to ensure sound decisions are made on students IEP's that are not based on problems with the student's language acquisition, but other determining factors such as a learning disabilities.
7. 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?

N/A Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We continue to evaluate the success of our programs for ELLs and meeting AYP by reviewing and collecting data of student progress reports, ATS reports such as NYSESLAT, LAB-R, ARIS, parent surveys, and teacher-parent input during open-house, and teacher-parent conferences. The information collected will assist and empower our teacher to make better judgements on the quality of lessons, informational texts, and overall material to be used with English Language Learners. We are meeting promotion criteria for ELLs and continue to afford students opportunity to reach their highest potential through rigor, best classroom practices, and provide students and teachers access to instructional material, resources for planning and implementation.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Part II ELL Identification Process

PS/IS 155 adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language by assigned bilingual translators and interpreters to assist parents in completing the surveys. Trained pedagogues such as: Ms. Sanchez-Morales our ESL teacher and Mr. Moises Barreto, our Bilingual teacher conduct an informal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment Language Assessment Battery-Revised (LAB/R), and the Language Assessment Battery (LAB for Spanish-speaking ELLs), placement test that establishes both English and Native Language-Spanish proficiency levels. Students that score at or below proficiency on the LAB or LAB-R become eligible for state-mandated services for ELLs. These tests are administered individually to students and are handscored by the ESL teacher. Students are placed in their respective program within the first 10 schools days of initial enrollment. Parents are informed about their child's score by phone and by mail. Mrs. Zorayda Sanchez-Morales, who is our ELL contact Teacher and who teaches ESL is responsible for the initial screening, administering the HLIS, the LAB-R, LAB for Spanish speaking ELLs, and the formal initial oral language assessments.

Additionally, our LAP team members: Mrs. Josefina Gomez-Valera, Mr. Moises Barreto, Ms. Lisa Kent, Mrs. Sanchez-Morales, Mrs. Santa Duran, Ms. Lana Haynes, Jacqueline Henry, and Mrs. Maria Pimentel meet formally and informally during common preparation periods to work collaboratively with the Principal in order to review data used to determine program eligibility for students from NYSESLAT, LAB-R, LAB Spanish ATS reports, that are used annually to evaluate students' language proficiency and progress in NYSESLAT. NYSESLAT is administered in the spring annually to determine whether our students will continue to receive services for the next school year. The procedures we use to ensure the 4 components (Listening, Speaking, Reading,

and Writing) of NYSESLAT are administered is as follows: 1) Our ESL teacher Mrs. Sanchez-Morales and our Test Coordinator Mrs. Jacqueline Henry work collaboratively gathering data from ATS reports such as: RLAT, RNMR, RMSR, RLAB, and RBEX, BESIS extension of services request to create test accommodations for all ELLs including ELLs in Special Needs Classes. 2) Then each year we study the data and list all ELLs who are eligible for testing including ELLs those who have completed a year and one day in the NYC Public School System. 3) Students are grouped according to grade strands (K-1), (2-4),(7-8) for Listening/Speaking, and Reading/Writing and are assigned to be tested by NYS licensed ESL/Bilingual staff. Student make-up exams are offered throughout the testing period for those students who are absent on a specific testing date. Exams are safely secured in the Principal's office. Upon completion of the testing period, Mrs. Cortes, our School Principal signs the principal certification for delivery of tests, copies of class rosters, and pertinent documents are placed in a secure file in the main office.

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.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. As an outreach procedure the ESL teacher informs parents who have previously chosen a TBE/Dual Language program when the program becomes available at our school. Our Parent Coordinator, Ms. Elba Pimentel contacts by phone or mail the parents on an ongoing basis. The parents are sent letter to invite them to a meeting to provide information on districts and schools that offer TBE/Dual Language programs. Parental choice and Program placement for students waiting to be placed in TBE/Dual Language is offered when it becomes available throughout the school year on an ongoing basis. We send letters or call parents immediately to inform them if these programs become available. We invite parents to attend our Parent Orientation workshops to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. Students are placed in a language program based on LAB/LAB-R scores and parents responses to the parent surveys and program selection within admission and attendance of 10 school days. Parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs by review of the HLIS, administration of the LAB for Spanish speaking ELLs and LAB-R results. Parents may also request to observe and visit the participating classrooms, view and discuss video taped lessons to make their final program decision.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Our parent coordinator and our ELL Coordinator work collaboratively to ensure that parents receive and return entitlement letters, Parent Surveys and Program Selection forms. If parents do not return form then parents are advised that the default program for ELLs is Transitional Bilingual Education if there are sufficient number of students to do so as per CRPart 154. Otherwise, student will be placed in a Freestanding ESL program. We keep entitlement letter records on file in the main office. Periodically, our ESL teacher Mrs. Sanchez-Morales review student records and makes pertinent changes as the year progresses on an ongoing basis. Parent survey and program selection forms are collected by our ESL teacher during Parent Orientation meetings, Parent-Teacher Conferences, and Open House events. Parents are called or notified by mail by our Parent Coordinator if they are missing a form or if the form is incomplet. Parent survey and program selection forms are stored and locked in the first floor by the Principal's main office in room 102A. The placement letters are examined by the ESL teacher and the school Principal. The files are placed in a secured office in the first floor by the main office. The process for distribution and collection of continued letters is typically done by the ESL teacher. First, the continued entitlement letters are taken from the DOE website in English, Spanish, Haitian-Creole, French, Arabic, etc. Then, we look at students NYSESLAT scores from ATS reports. We use the results to complete the letter form with the exam results and student continued entitlement. The letters are stamped with school seal and sent to the respective parent. Parents who did not get the letters are invited to the school to receive a copy of the letter. Additionally, a copy of the letter is kept in the student's file. We use ATS reports to determine NYSESLAT eligibility such as RLAT, RLER, RNMR, and ELPC screens.

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.

The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

During admissions, the school secretary, Ms. Barbara Volino, the parent Coordinator, Ms. Elba Pimentel, and our trained school LAP team members including our ESL teacher provide parents of newly enrolled ELLs with information on the different ELL programs that are available. We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use

services offered by the Translation and Interpretation Unit to better serve our parents. Parents complete a Home Language Survey and the student is interviewed in the native language to make an initial determination of the child's home language. The parent receives and completes the survey to show what language the child speaks at home. Parents are invited to attend Parent Orientation in their native language in English and are given opportunities to ask questions so that they can make an informed placement selection. Additionally, on-going orientation in native language Spanish is provided throughout the school year to inform parents about curriculum and specific program information. We have bilingual staff that speak the target languages and are available to answer any specific questions parents may have about the programs we offer. Parents who are unable to attend the scheduled meetings may call the school to set an appointment to discuss program matters and their child's academic progress. Generally, the third period of the day has been set aside to assist parents with much needed translations of documents and parent/student conference.

ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student score below proficiency (i.e. beginning, intermediate or advanced level) student is an ELL and are placed in the appropriate program within ten days of enrollment and a hand-scorable document is kept and used for immediate placement. Parent choice, coupled with program availability, and LAB-R/LAB Spanish results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility. Our ESL teacher updates the ELPC screen in ATS within 20 days of student enrollment. Our District ELL specialist Mr. Mark Weisman monitors in an ongoing basis the ELPC screen in ATS and calls the school to review student ELPC status and other pertinent compliance information. Continued entitlement records are kept in a secure office, in room 102A by the Main Office. The Principal Mrs. Cortes oversees and reviews files periodically. The ESL teacher and school Principal maintain and update the records. A copy is sent to parents via mail or in person during parent-teacher meetings, orientations, special events.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our ESL teachers Ms. Sanchez-Morales and Mr. Moises Barreto work collaboratively as a team with the school's testing coordinator Ms. Jacqueline Henry. The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year is as follows:

- 1) The team meets regularly during common preps to gather and interpret data from RLAT, RLER, ATS reports which indicates student's NYSESLAT scores for the past three years and lists eligible students to take the NYSESLAT.
- 3) Our ESL teachers Mr. Moises Barreto and Mrs. Zorayda Sanchez-Morales attend District Professional Development and training from Questar Assessment, Inc. to review policy, testing procedures and any changes to the NYSESLAT. Specifically such changes as the 2013 State's adoption of the common core learning standards (CCLS) and expansion to six grade bands with greater emphasis on academic language and contexts.
- 2) Once the NYSESLAT test materials and training guides arrive to the school, they are kept in the main office and is locked and secured by Mrs. Nelly Cortes our School Principal. The test coordinator is responsible to sign-out the NYSESLAT test material from the main office and review packaging slips to ensure all materials have been properly delivered to the school.
- 3) The testing team review the testing manuals and procedures for testing all ELLs. They bubble-in pertinent required information for each student's answer documents. They adhere closely to test procedures found in the manual. Additionally, they create student lists that are utilized for test scheduling and administration.
- 4) All ELL students including special needs students are given additional time and test accommodations as described in test directions for administration.
- 5) Once all ELL students are tested in all four language modalities (listening, speaking, reading, and writing) we adhere to Questar Assessment, Inc. and DOE suggested time specific schedule and guidelines in order to score and deliver the Written and Speaking subtests in a timely manner.
- 6) The test is scored by trained pedagogues selected by our School Principal. The ESL teachers do not score the written subtest. Instead a committee is formed for scoring the test. Additionally, the Speaking subtest is scored by a teacher other than the students ESL teacher.
- 7) After completion of security forms and Principal's certification to release documents, all test documents including the reading subtest are sent out to the DOE for scanning. Mr. Barreto and Mrs. Zorayda Sanchez-Morales, and Mrs. Jacqueline Henry adhere to packaging logistics and time constraints, they deliver the test documents to Mr. David Raphael, Department of Education-131 Livingston Street 6th Floor, and return training manuals, student test booklets, to Questar Assessment, Inc. promptly.

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is consistent with the programs offered at our school. Parents want their child to participate in all-day programs offering either TBE or Freestanding ESL: Self contained or Push-in /Pull-Out models. We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, Freestanding ESL Program. During Orientation, parents are informed that Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-8, and in cases where there aren't enough students to form a bilingual class, parents and students can opt for another school in our district, or decide to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. parents want their child to We work hand in hand with parents to inform them about the available resources and program models available at our school. Parents make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. Our students participate in art, physical education, science, newsletter publishing, peer counseling, all of which provide equal access. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, Inquiry team meetings, and other related conferences. Program models offered at our school is aligned with parent requests.

Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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)?

P.S./I.S. 155 ensures that students are receiving the mandated number of instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program model. Teachers and students are given a schedule to display in their respective classrooms and keep a program card in student notebooks as a reminder. The ESL teachers call each classroom teacher to release the ESL students for instruction during specific periods, but generally students are picked-up by the teacher. Students are pulled out/push-in every day according to their grade level and the mandated time. Students are taught in English. Leveled libraries are available both English and the native language and serve as scaffold for linguistic support. Teachers work with beginners and intermediate level students to learn basic communication skills and fundamentals so they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students focus on the reading and writing skills. Students are also prepared to take the NYSESLAT through a variety of test sophistication material.

In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 45 minute period Fridays for vocabulary development, Phonemic awareness, and Listening skills. All students participate in the Imagine Learning English technology program to strengthen language in the four modalities. All ELL students receive the mandated ESL allotted instructional time based on students' proficiency level. Beginners and Intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week as per CR Part 154. The ESL lessons are structured to teach academic vocabulary, grammar, sentence building, and story comprehension, and also allow students to engage in meaningful literacy response, enjoyment and expression. ESL teachers also work collaboratively with classroom teachers to plan lessons and meet student needs. Teachers supplement their lessons using a variety of literacy strategies, technology, and activities.

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 foster language development and meet the demands of the Common Core Learning Standards.

In order to make content comprehensible to foster language and meet Common Core Learning Standards (CCLS) demands, core content area instruction is provided through a sheltered English approach. Methodologies used include the Total Physical Response (TPR), WEST ED QTEL reading strategies, read alouds, Language Experience Approach, KWL, and activities in all four language modalities (listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students participate in after school and Saturday programs that provide targeted instruction, NYSESLAT preparation and age-appropriate academic achievement standards in English as a Second Language. Students receive small group and individualized instruction for the purpose of identifying, developing and strengthening literacy, math and language skills. The teachers use NYS-ESL Standards, instructional strategies and alignment to Core Depth of Knowledge (DOK) curriculum, Balanced Literacy and the application of the district ESL prototype. All instruction will also comply with CR Part 154 regulations.

Classes use Voyager Passport Reading Journeys II, Trophies, and Moving Into English as their reading program. This research-based reading program is designed to support students as they become proficient readers in English. Trophies meet the standards of research endorsed by the National Reading Panel (2000), and the National Research Council (1998). It uses systematic,

explicit reading instruction to develop the skills needed to become a proficient reader. These skills include phonemic awareness, phonics, fluency, vocabulary development and text comprehension. Also, Spanish trade books, Dual language classroom Libraries and a Spanish manipulative picture kit completes the literacy program and continues to address and enhance the teaching and learning of native language arts. All classes have native language literature libraries and dictionaries for their students. Additional funding through Title III will be used to purchase supplementary materials. Content area such as Science, Social Studies and Mathematics are taught and appropriate related materials are purchased. Instructional materials support the learning of our ELL population. We have dual language libraries, Trophies/Moving Into English, Achieve 3000, Imagine Learning English, Balanced Literacy program as the reading program, Santillana Intensive English program (1999) used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, bilingual glossaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs take the translated versions of content area exams in Mathematics and Science and are allowed to use glossaries, and word-to-word dictionaries. Students also use dual language libraries, and engage in accountable talk in their native language on cultural topics and everyday situations and experiences.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, ELLs are appropriately evaluated in all four modalities of English acquisition through teacher periodic and informal assessments on a monthly basis. We utilize Newcomers Access Building Literacy Through Learning, Great Source. After each assessment administered to students, the data is analyzed and students are grouped appropriately. We then plan differentiated instruction to meet the needs of each student.

To develop the listening and speaking skills, we use listening centers with recorded books in different genres, read-along books, picture cards, shared reading, read alouds, small group projects, and videos to develop oral and listening techniques. After each listening activity students are encouraged to retell information and summarize remembering details from the stories to make connections to the text. To develop the reading and writing skills, we use formative assessment, Fountas and Pinnell Screeners, Grammar and Mechanics (by Teacher Created Materials), teacher-made diagnostics, pre/post exams, sentence starters, graphic organizers, reading inventories, vocabulary end of week quizzes, lesson discussions, DOK questioning techniques, small group projects, running records, shared reading, read alouds, Four-Square Writing, Writing Workshop, and pair-share activities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for ELLs using the Common Core-Aligned Task with Instructional Supports for Literacy. Students engage in learning indepth material through Teachers College Reading and Writing Project (TCRWP). Thematic Bundles or unit plans are used for delivery of instruction. Depending on the English proficiency/grade level of students, interest, and abilities; ELLs will develop parallel skills in fiction/ nonfiction reading and argument-writing, based on their skills in extracting evidence from multiple sources. Students will practice and learn to read informational, expository text, gleaning the main ideas and key details. ELLs will spend 3-4 weeks finding, sifting through and ultimately synthesizing resources on a topic in order to develop expertise and to teach others about a particular topic. The units lead students in an exploration of informational text. Read alouds and structured conversations as well as collaborative and independent research are used to guide students in the process of using an informational text as a learning tool(i.e., gathering facts from what an author has written). TCRWP rubric design is used to evaluate student academic learning, success and progress.

a. Instructional plan for SIFE: Our plan for SIFE students begin with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HILS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in the native language. Much feedback is received from oral interviews, the classroom teacher and parent. At present we have (13) SIFE students, (47) newcomers receiving services in the range of 0-3 years, (14) students in the range of 4-6 years and (2) students completed 6 years of service. Our plan for these students is to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will practice English skills

through the use of Imagine Learning English technology reading program. The program uses an ESL Depth of Knowledge approach through the Universal Design for learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning English features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day morning Title III program, After-School SES providers, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Instructional plan for Newcomers: Our plan for Newcomers that receive services for (less than 3 years) are mainly to place students in small class size for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. The transitional plan will help students increase language development through technology and small group instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process. The students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. ELA test practice and daily test sophistication is used to prepare student readiness to meet NYS standards.

c. Our plan for (4 to 6 years) ELLs are also to place them in small class size for optimum academic performance. Students and teachers plan together long and short-term goals to meet individual needs. Increase and continue language development through technology and individualized instruction. ELA test practice and daily test sophistication is used to prepare students to meet NYS standards. 1) The ESL teacher will provide additional support to ELLs in our Early Bird morning ELL reading/writing program given Mondays-Fridays from 7:30 am -8:00 am. Students will have an opportunity to read and write across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ESL teacher will utilize Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English. 2)The ESL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc. 3)The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Wednesday during 37 1/2 minutes and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

d. Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), Saturday programs, test sophistication sessions, counseling services, peer study groups, Title III programs, After School programs. Daily journal writing and teacher directed writing projects that will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

e. Our plan for former ELLs (in years 1 and 2 after testing proficient) is as follows: We plan to provide additional support in content area English Language Arts, Social Studies, Science, and Mathematics through our extended-day programs; one-to-one tutoring sessions during our 50 minutes instructional support given on Mondays and Tuesdays from 2:20 to 3:10 pm., Response to Intervention, RTI services during the schools instructional time that is scheduled by classroom teachers and clusters during additional periods throughout the day. Students will receive during NYS exams time and a half and test accommodations. Students will have access to bilingual glossaries, bilingual libraries, additional Science-Lab hours, laptops and internet access for research and can participate in our 21 Century Homework Assistance program that is open to all students. Additionally, students will be included in field trips, assemblies, and extracurricular activities and school based parent/teacher community activities.

Paste response to questions here:

7. 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?

Teachers of ELL and of Students with Disabilities, (SWDs) deliver 90 minute block periods of Literacy and Mathematics daily. Achieve 3000 is used as a comprehensive Content Area reading technology program. Students participate in guided reading instruction using the Wilson Program to introduce and reinforce vocabulary, phonics, phonemic awareness, syllabication, and sentence building that provide students access to academic content areas and accelerate English language development. Our plan for our ELLs with special needs is to increase high frequency vocabulary, use more lesson adaptations such as audiocassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning English, Passport Journeys II to enrich language lessons. Continue test sophistication and much needed one-to-one practice, differentiated instruction. Our plans for LEP students with disabilities whose IEP recommend ESL/Bilingual instruction is as follows: 1) The ESL teacher will give students more time to complete class work, model the writing process through scaffolding and building sentence structures. Allow

students to read and discuss orally, and through the use of creative art the setting, characters, problems and solutions in a given story. 2) The ESL teacher will guide students in the creative writing process. Students will write across the curriculum and will utilize Common Core-Aligned Tasks with instructional support-Teacher College Reading and Writing Project, (TCRWP). glossaries, picture dictionaries and the internet to develop story narratives, biographies, and stories in the form of plays. The students will use Building Fluency through Reader’s Theater, High Interest literacy chapter books, and Moving Into English to further develop literacy. 3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Wednesday during 37 1/2 minutes same as SBO 50 minutes instruction from 2:20-3:10, and have daily feedback during common preparation periods throughout the day. 4) Students will participate in rigorous Academic Intervention services (AIS) After School, 50 minutes of extended Day Monday-Tuesday using differentiated small group instruction and tutorial program through Global Partnership, 21st Century S.E.S providers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS/IS 155 is committed to providing curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs to achieve IEP goals and attain English proficiency within the least restrictive environment. Our ESL students are placed in a General Education classes according to grade level. SWDs are placed in their classes according to their Individualized Educational Plan, (IEP). The assigned classroom teachers keep ELL for the day. Cluster Content Area teachers visit the classroom and provide instruction after the 90 minute block periods. Beginner and Intermediate ELLs in grades K-8 receive 360 minutes of ESL instruction and are either pulled-Out or Pushed-In based on student class schedules. Generally, students are scheduled for ESL classes in the morning after the literacy block periods have ended. Advanced level students receive 180 minutes of ESL instruction in the afternoon after the Mathematics block periods have ended. This model facilitates grouping for instruction in both General and the least restrictive environment, and allows few interruptions to students' daily academic schedule.

Courses Taught in Languages Other than English 

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

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

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

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

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

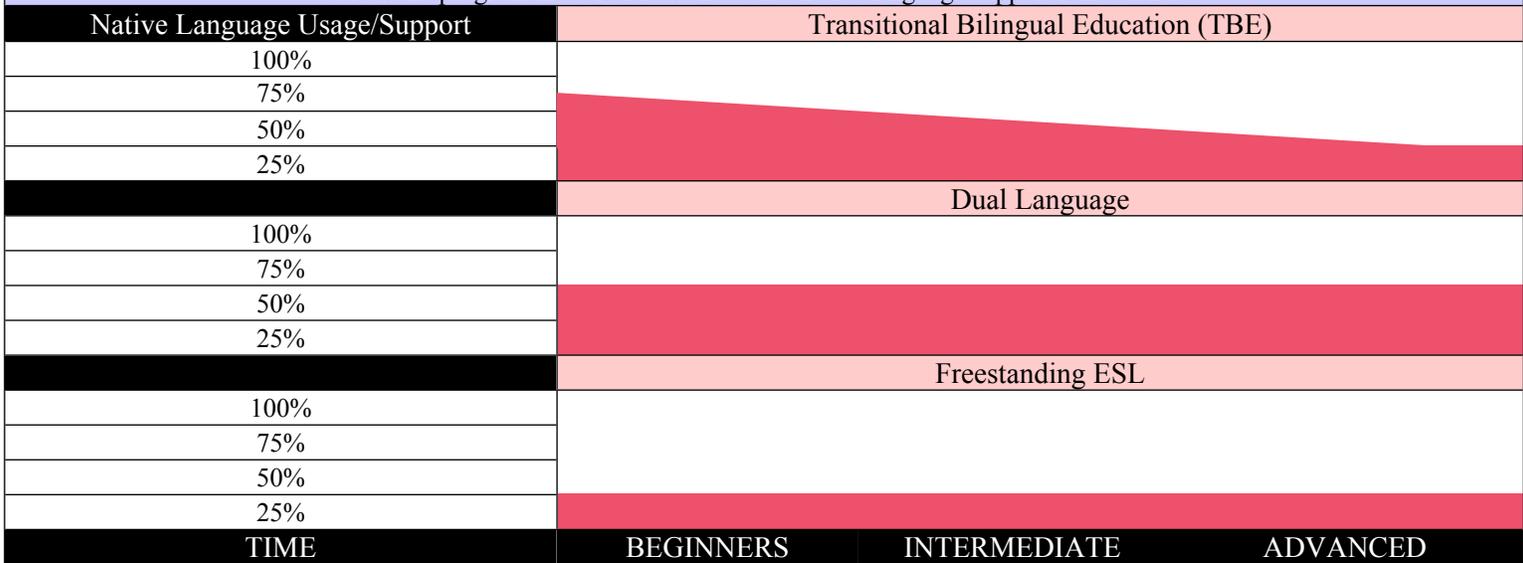
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Our ELL population come from different native-language backgrounds such as: Haitian, French, and Arabic, and from different socioeconomic levels and experiences. 13 ELLs in our school are SIFE and have interrupted formal education. In instead of a simplified curriculum for ELLs, our targeted intervention program for ELLs in ELA, Math, and other content area include high rigor and support result in higher achievement for ELLs. For reading, we use the ReadyGen and Expeditionary programs with emphasis in phonics and vocabulary, and comprehension development. Additionally, For Math, we use Go Math and MPC3 components with emphasis in subject related vocabulary development. Students learn to use manipulatives, charts, and graphs in each lesson. Students in advanced level are grouped to work collaboratively in specific skills with other students. For Science and Social Studies student concentrate in developing more sophisticated vocabulary through the use of picture analysis and the Voyager Passport Journey II program. Students have daily scheduled visits to our state-of-the-art Science Laboratory and are exposed to hands-on experiential activities, research and the scientific method. Students prepare written projects and oral presentations for language understanding and fluency. Test sophistication material and leveled libraries are used to prepare for NYS Content Area Science and Social Studies examinations in the content area. ELLs will be supported through scaffolding techniques in the classroom. Students will participate in learning tasks through thematic instruction and guided direct instruction through common core lessons. We will target students in specific language groups such as the ones mentioned above. We plan to pay special attention and target SIFE students who are below grade level and are in the tested grades (3-8). SIFE students who enter the school system in grades K-2 will receive additional support and will participate in our extended day and extra curricular activities. The ESL teacher will monitor progress through portfolio evaluation and lesson outcome. Additionally, we will provide instructional support to low performing ELLs in reading, writing, and ELLs in Special Needs classes. Our students will continue to participate in more rigorous yet consistent plan for instruction in English to develop language proficiency in order to deliver new aligned common core lessons and grade-appropriate subject matter to ELLs. We plan to provide literacy, Mathematics, and content area: Social Studies, Science instruction to all students. Students who scored Level 1 will receive additional support in literacy and mathematics during our 50 minutes extended-day program on Mondays and Tuesdays from 2:20-3:10 pm. , and students who scored a level 2 in ELA and Mathematics will be supported during Response to Intervention program (RTI) which is offered to students one period once a week by classroom teachers. Additionally, students will receive support during the 90 minutes Literacy Block. Out of classroom teachers will also work with selected students throughout the week during their administrative periods. We also offer the following targeted intervention programs for ELLs: Title III Early-Bird program that is offered on Mondays and Tuesdays from 7:00 am to 8:00 am. The subgroups targeted are our entering and emerging beginners and our transitional Intermediate level ELLs. Also, students participate in our ELL Into Action program that is offered on Thursdays and Fridays from 2:20-4:20 pm. offered for all ELLs including ELLs who passed the NYSESLAT and continue to receive literacy support.

PS/IS 155 staff support ELLs instructional program through the use of Journey II technology programs, Achieve 3000, I Station, and the use of the Balanced Literacy, Reading First literacy components, grade K-5 Ready Gen, and grades 6-8 Expeditionary Literacy program. and the TCRWP Common Core Standards for Thematic Instruction. Inquiry team members discuss and review work portfolios to determine short/long term educational goals and next steps for learning. Teachers will continue to use ELA data on ARIS to target and group level 2 students in order to monitor student performance. Rubric based comments are used for scoring thematic unit lessons and portfolios. Students are exposed to Test sophistication material in content area in preparation for NYS exams.

ELLs native language is supported through small group instruction utilizing trade books, chapter books, and content area material, internet web based sites such as: www.spanishflashcard.com, starfall.com, aaamath.com, etc... Classroom teachers use Santillana picture card kit, as well as bilingual libraries in the content area to support native language instruction. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We continue to monitor the effectiveness of our program throughout the school year and utilize the results and data taken from NYSESLAT, LAB-R, ARIS, and RTI reports to group students and engage them in meaningful and aligned academic learning. The results of these exams indicate that the program is meeting the needs of our ELL population because it shows language

progression that students have made across language proficiency levels on a grade. The current program afford students the opportunity to build literacy as they expand their linguistic, and cultural knowledge and academic needs. Our students have been meeting promotion criteria in K-8 , and some have been achieving passing scores in the annual standardized state exams. We provide access and equity in school for all ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

The improvements considered for the upcoming school year includes: more teacher professional development on lesson alignment with the Common Core Learning Standards, more use of technology based lessons through the use of Smart Boards, and laptops. We plan to expand our library to include more literacy dual language books in languages such as Haitian-Creole, French, and Arabic. We plan to use more grade-level, age appropriate anchor chapter books and high interest content area material as scaffold for newcomers and SIFE students. We plan to improve our existing program by providing additional support to ELLs in Mathematics and Science. Students will be exposed and manipulate state-of-the-art science material in our newly renovated Science Lab. ELLs will continue to be exposed to new technology such as smartboards and DVD leveled libraries while continuing to include field trips, hands-on learning experiences, and other related activities. The program will include further collaboration and participation of parents and teachers. We are currently in the process of utilizing Ready Read an online program for K-8 students. This innovative online program give students the opportunity to engage in purposeful and meaningful early literacy skills. This program includes diagnostic tests, student lexile levels, progress monitoring similar to DIBELS Next.

12. What programs/services for ELLs will be discontinued and why?

Due to budgetary constraints, we will need to discontinue the Early-Bird ELL program, Extended Day ELL Into Action program, and our Saturday program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs at our school. Parents are sent notices to inform them of the academic programs being offered After-School. We offer the After-School Title III ELL into Action program, Early-Bird Title III program, Response to Intervention (RTI) program to all students upon parent request, and student interests. Students are offered weekly a two-day Extended-Day 50 minutes of intensive instruction in ELA, Math, and test sophistication skills. We plan to continue using all instructional programs in school in order to reach all children of diverse cultural, and linguistic backgrounds. Our ELLs have equal access to all school instructional academic programs, including Reading lab, After-school programs, Leadership program, ELL parent and community resources, Saturday Academy, and the 21st Century extracurricular activities that is open to all students. Additionally, the academic intervention program: Friday Into Action and our Saturday Academy serve as a continuing transitional support (2 year) for ELLs reaching proficiency on the NYSESLAT.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials used to support ELLs are as follows: Moving Into English for K-8, Ready Gen K-2 Published by Pearson, Expeditionary 3-8, Buckle Down, to the Common Core State Standards, Grammar Usage and Mechanics levels 1-5 by Time For

Kids, Progress Coach (English Language Arts and Mathematics K-4), Getting Ready for the NYSESLAT and Beyond by Attansio and Associates, Comprehension Series, Developing Fiction and Nonfiction Skills by Teacher Created Materials Publishing. ELLs native language is supported through small group instruction utilizing trade books, chapter books, and content area material, internet web based sites such as: www.spanishflashcard.com, aaamath.com, etc... Classroom teachers use dictionaries, bilingual glossaries, Ready Gen and Expeditionary ELL components, Santillana picture card kit, as well as books in the content area to support native language instruction. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels. We use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student's vocabulary and fluency. Open Court (phonics wall card), Leap Frog and Reader's Theatre are used as supplementary instructional material. The students also participate in Imagine Learning English K-8 technology program for differentiated instruction. The program helps develop and strengthen student vocabulary, phonics, listening/speaking, as well as reading comprehension. Students use Elements of Vocabulary and Grammar Usage and Mechanics as a component to the Reading/Writing workshop. ELL lessons are supplemented through the use of websites such as: www.newsela.com, www.starfall.com, www.usenglish.com, aaamath.com, www.biography.com, storylineonline.net, and www.spanishflashcard.com to support native-language instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 In our ESL program model, native language support is delivered through the use of dual language Spanish leveled libraries in a variety of genres. We use cultural informational DVDs and computer internet virtual-tours to teach students about their culture, music, and heritage. ELLs lessons include the teaching of cognates to foster better comprehension skills in the native language, glossaries and word-to-word dictionaries are used to clarify meanings and to understand mathematical terms and concepts. Students are afforded time to share and interact in small groups to discuss their interests in particular topics. ELL classrooms include newspapers, magazines, sets of audio-leveled books to read and do research.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 The new reading programs such as Ready Gen for K-2 and Expeditionary 3-8 are aligned with the New York State Common-Core Learning Standards. In both reading programs students advance through oral, written, and listening skills. The reading program utilizes and includes performance based assessments in narrative, expository, informational texts, text based vocabulary, words in context, , anchor texts, supporting texts, and a scaffolded instruction for English Language Learners in the areas of writing, decoding, clarifying details, and strategic support for struggling ELLs in order to monitor their progress. Expeditionary program builds background knowledge through guided question techniques, reading-literature, informational texts, writing to explain: drafting strong paragraph and English language modules. All lessons include suggestions, and use of graphic organizers as scaffold that can be used by learners with lower levels of language proficiency and/or learning. The rich, complex reading programs mentioned above are being implemented to all students, including the ELLs. The program features challenging but interesting selections, and rigorous motivating activities and resources that correspond to ELL age and grade levels. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels. Our ESL teachers use the supplemental material embeded in the teacher's guides to expand and review concepts taught by classroom teachers.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 All ELLs have equal access to all school instructional academic programs, including Reading lab, Title III After-School program, Early-Bird Title III program, Leadership program, ELL parent and community resources, Saturday Academy, and the 21st Century extracurricular activities that include track and field, chorus, dance, soccer/flag football, martial arts, drumming, and basketball that is open to all students. Additionally, all ELLs including newly enrolled ELLs participate and are exposed to the school's extracurricular activities such as assemblies, class field trips to parks, museums, and colleges, To further assist newly enrolled ELLs before the beginning of the school year, parents are given an informational packet to familiarize them with the school programs, student schedule, school rules and regulations, resources and to review goals for the school year. Additionally, parents meet with school officials such as the Principal, school secretary, parent coordinator, and PTA president to receive a general orientation about school protocols.
18. What language electives are offered to ELLs?
 ELLs are matched with classroom teachers who speak student's native language (Spanish, Haitian-Creole, French, Arabic) to assist with interpretation of difficult classroom material, class-related questions, homework, forms, and assessments. Language electives are offered based on parent request, and student interests. Language electives are generally scheduled and offered to ELLs by our literacy coach.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

It is our goal that all students in P.S./ I.S. 155 be supported through the Children First Network #401 educational and instructional opportunities to ensure their success in English and in native language arts. Our main objective for June 2014, is that all ELL students in P.S. /I.S. 155 receive instructional strategies focused on strengthening ESL, native language arts skills through the core content area. Children First Network #401 monthly ESL teacher professional development is available to all ELL teachers of ELLs. All teachers of ELLs receive professional development in best teaching practices and ESL methodology, ESL prototype, data analysis and comprehension needs assessment. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible. ESL teachers are to attend District initiatives and professional development on a monthly basis in order to keep abreast with new techniques and ESL strategies in the four language modalities. Imagine Learning English technology program offer our teachers on-going staff development and technical support throughout the school year. All teachers attend in-house professional development opportunities in order to better serve our ELL population. As ELL students transition from elementary to middle school the staff supports and assists ELLs by meeting with their teachers to review and discuss student portfolios and academic progress. The staff also meets the grade leaders and ESL teachers every Wednesday from 2:20- 3:10 p.m. and during teacher common preparation periods and teacher inquiry teams to address the specific needs of ELLs. Recommendations are given that consequently lead to new topics for staff development. Middle school teachers who have ELL students transitioning to high schools receive orientation workshops and training from our school guidance, and assistant principals. We utilize student portfolios as a tool for transition from elementary to middle school. Also, an exit project consisting of research and oral presentation in content area: Science and Social Studies serves as a springboard for student transition to the next grade. Students wishing to present exit projects in their native language may choose a teacher as their mentor. Parents attend orientation and are given informational packets and forms available in their native language to review school selection and student programs offered. We have staff available who assist parents with translation and interpretation in the following languages: Spanish, French, Arabic and Hatian-Creole. Additionally, Lap team members assist parents with translations and provide technical support.

As per Jose P., our staff (ELL teachers and non ELL teachers) continues to attend the mandated 7.5 hours of ELL training sessions provided by the District Network Leader and our ESL teacher. Teachers meet Mondays 3:15-5:15 pm to attend ESL professional development opportunities and work in study groups. Teacher receive ESL techniques in all four language modalities, methodology, KWL reading strategies, scaffolding, reading in four voices, jigsaw reading strategies, Total physical Response (TPR) activities, practice Language experience approaches and NYSESLAT test sophistication to improve learning. Participants discuss issues regarding Bilingual/ESL and specific student needs. Our ESL teacher Mrs. Sanchez-Morales and Mr. Moises Barreto, LAP team member keep records in school file and log teacher attendance of hours of participation. Upon completion of the 7.5 hour ELL mandated-training participants receive a certificate of participation. A copy of the certificate is also placed in the teacher file. In June, ELL/LAP team members review, update, and maintain training records. We have set aside Fridays from 2:25-4:25 pm for staff development to emphasize differentiated instruction/Writing Workshop in the classrooms and share much needed linguistic activities across the grade levels. Additionally, 23 K 155 sends teachers to the annual NYSABE Professional Development seminars, which also afford teachers the opportunity to learn about how to further help ELLs. Our ESL teachers, SETTS teacher, and Coach attend Response to Intervention (RTI) Institute, and ELL Institute Cohort Seminars. Participants receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations and how to work with RTI students. Teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our Math teachers and Literacy coach work closely with all ESL staff. We also have assistance of our assigned ISC Support Field Specialist, and participate in local, city, and state conferences for additional support.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation Meetings for information and the completion of Parent Surveys, Program selection, letters of program continuation offered in a language they understand. We provide professional development once a month in the afternoon to discuss topics of interest and needs. Parents meet with ESL staff to discuss student progress at parent-teacher conferences. PTA reaches parents by phone or mail to inform them of upcoming school events, exam schedule, and up to date information on the chancellor's regulations and policy. As members of the school leadership team, parents become involved in their children's education and learn new ways to help their children succeed academically. Specific ELL students needing help are addressed at the meetings and parents' input is seriously acknowledged. Additionally, the school partners with the School Leadership program agency and community based organization such as the 21st Century Extracurricular Program, and Parents receive Introduction to computer skills given by our computer lab teacher. The purpose is to provide interesting workshops or services to ELL parents. We evaluate the needs of parents through parent surveys provided in the language of the parent. Translation services are provided to parents through our bilingual staff including our Parent Coordinator Mrs. Maria Pimentel. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. A school-wide survey is also be sent home with the students as a needs assessment. After careful review of the parent surveys, we contact and match parents with the appropriate agencies that can further assist and guide them regarding their specific needs. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Haitian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESLteacher, and Spanish-speaking teachers in the Bilingual language Department. PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices. Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers in French, Haitian Creole, Arabic, and Spanish. We have assigned translators throughout the school building on every floor. Mrs. Sidhom will translate in Arabic, Mr. Dover with French, Mrs. Tisdol with Haitian Creole, and Ms. Maria Pimentel will assist with Spanish. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

E. 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.

- 1) The ESL teacher will provide additional support to ELLs in our Early-Bird morning ELL reading program given Mondays and Tuesdays from 7:00 am -8:00 am. Students will have an opportunity to read across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ESL teacher will utilize Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English.
- 2) The ESL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.
- 3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Wednesday during Inquiry Team meetings and have daily feedback during common preparation periods throughout the day.
- 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

Part VI: LAP Assurances

School Name: <u>155</u>		School DBN: <u>23K</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nelly Cortes	Principal		10/25/13
Michelle Manns	Assistant Principal		10/25/13
Elba Pimentel	Parent Coordinator		10/25/13
Zorayda Sanchez-Morales	ESL Teacher		10/25/13
Kemesha Evans	Parent		10/25/13
Josefina Gomez-Valera	Teacher/Subject Area		10/25/13
Moises Barreto	Teacher/Subject Area		10/25/13
Jacqueline Henry	Coach		10/25/13
	Coach		
Santa Duran	Guidance Counselor		10/25/13
	Network Leader		1/1/01
Lisa Kent	Other <u>SETSS</u>		10/25/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23 **School Name: Nicholas-Herkimer School PS/IS 155**

Cluster: 4 **Network: 401**

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

Part A: Needs Assessment Findings

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

Part A
1. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. Additionally, the data and information we gather from completed School Emergency Contact -blue cards, (UPPG) ATS reports and Parent/Guardian Home Language Identification surveys will be utilized to provide all parents with appropriate and timely information in a language they can understand. A school-wide survey is also sent home with the students as a needs assessment.

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

The major finding of our School's written translation and oral interpretation needs was to have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, there is a greater need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress. Additionally, translation and interpretation support is given to parents in the following languages: Arabic, French, and Haitian Creole during Open- School teacher-Parent conferences. Parent Orientations, assemblies, and Parent workshops are often addressed in Spanish by: our Principal, Bilingual ESL teacher, and Spanish-speaking teachers in the Bilingual language Department.

Part B: Strategies and Activities

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

Part B

PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. Additionally, during the ELL identification process, parents receive home language surveys, parent choice letters, information pack, and view the Chancellor's Video for parents of newly enrolled ELLs in a language the parents can understand. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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.

2. Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services. Additionally, the school will provide oral interpretation services to parents and guardians during Open-House meetings, Parent-Teacher Conferences, and school-community affairs. During the meetings upon arrival parents sign-in and indicate to our staff their need for translation services. Our Principal matches and assigns a pedagogue to interpret information to individual or parent cluster.

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>.

PS/IS 155 will review on a regular basis the school's language assistance needs in order to fulfill Section VII of the Chancellor's Regulation A-663, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students. Parents receive a copy of the Bill of Rights and Responsibilities which include parent's rights regarding translation and interpretation services. The school Parent Coordinator is responsible to post in the primary entrance of the school in the target languages the availability of interpretation services. Our school safety plan includes procedures to ensure parent accessibility of translation services. We utilize the Department of Education website to provide information, parental rights to translation and Interpretation services and instruct parents on how they can access services. Specialized bilingual pedagogues, in-house school staff, and parent volunteers will be utilized to translate and interpret information to parents and guardians through correspondence, phone, or via e-mail in order to accomplish our translation and interpretation services goals according to the Chancellor's Regulations.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Nicholas-Herkimer School</u>	DBN: <u>23K155</u>
Cluster Leader: <u>Roxan Marks</u>	Network Leader: <u>Chris Groll</u>
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 checked="" 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: <u>60</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ATS data used from the 2011-2012 NYSESLAT Eligibility Roster (RLER), Student Identification Home Language Survey (HLIS), and specific language preference data taken from parent's response to Parent Choice letters (ELPC), and the school's Official Class Ethnic Census Report (RSEC) for all active students at our school for 2011-2012 school year provided evidence to afford students with an After-School program at PS/IS 155: From a total of 553 registered students in grades (K-8), there are 16 ELL students in grades (K-2), 17 ELL students in grades (3-5), and 26 students in grades (6-8). 36.70% are Hispanics, 1.44% are Asian/Pacific Islander, 60.03% are Black, 1.08% are White (not of Hispanic origin), and 0.00 % are Multiracial. The data reviewed served to pinpoint the need for an after school program where both students and parents may participate in academic rigor and foster cross-cultural knowledge and the alignment of CCSS standards in English. In the Parent Choice Survey and the student HLIS parents chose English as the preferred language of instruction for their child although Spanish is spoken at home. Additionally, NYSESLAT 2012 report indicates we have 14 beginning level students and 16 Intermediate level students receiving 360 minutes per week of English language instruction and 17 Advanced level students receiving 180 minutes per week of English Language Instruction.

In order to complement core bilingual and ESL services required under CR Part 154, we have created the ELL Into Action program for students during After- School, and an Early Bird Extended-Day morning program for newcomers and parents. The purpose of these two programs is to further serve our growing immigrant student population and continue our efforts to execute planning for ELLs, and their parents. The data presented a need for more parent/student, and teacher collaboration and ELL activities. Our ELL Into Action program for students during After-School takes place every Thursday and Friday for two hours from 2:20 pm to 4:20 pm. beginning the month of October and ending in the month of January for a total of 27 instructional sessions. Our Early Bird morning program for newcomers and their parents takes place Monday through Wednesday for one hour from 7:00-8:00 am. beginning the month of February and ending in the month of April for a total of 15 sessions. Each program provided is unique and provides academic rigor to further serve our ELL population. The ELL Into Action After-school program model consists of two bilingual classroom teachers and one ESL teacher. English language development support is provided to ELLs as follows: The two bilingual teachers will be providing ESL instruction through a thematic and content area instructional approach. The bilingual teachers will use English as the language of instruction. The two bilingual teachers providing services are fully certified in bilingual education and working towards ESL certification. One ESL teacher will be providing long-term ELLs with ESL instruction through differentiated instruction and the use of the thematic approach to learning.

The Early Bird ELL morning program consists of two Bilingual/ESL content area teacher using English as the language of instruction and providing support to newcomers and their parents. Based on the 2012 NYSESLAT report, we identified and targeted 37 newcomers at 0-3 years of service by using data from Years of Service Report (RYOS) taken from ATS. This program consists of one ESL classroom teacher providing instruction and support to students in grades 3-8 to newly enrolled ELLs, and another Bilingual teacher working in collaboration with parents to teach literacy skills in English to parents. The bilingual teacher will use English as the language of instruction. Student instruction is completely differentiated through the use of Imagine Learning English technology program. This technological support was purchased in previous years and will not affect this year's Title III budget. The focus of the

Part B: Direct Instruction Supplemental Program Information

program is to support and assist ELLs to increase proficiency in English and achieve content area standards. Imagine Learning English technology program uses an ESL and Core Knowledge-Content area approach to learning. The program can be used for whole class lessons, and for differentiated instruction. The program's goal is to expose ELL students to strategies that accelerate their academic growth, exceeding the rate of typical native-English speakers. Imagine Learning English features school readiness, high frequency vocabulary, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Its implementation is quick, easy and user friendly. Automatic software updates via the Internet. Teachers receive responsive technical support and On-site training. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Our ELL Into Action After School program will target grades 2-5 elementary school ELLs and middle school struggling ELL readers in grades 6-8. They will participate in our Passport Reading Journeys program. The Passport Reading Journeys program targets intense instruction to build reading skills such as fluency, vocabulary, and comprehension students need for success. Passport Reading Journeys combines high-interest reading activities with research-based instruction to capture interest and accelerate learning. The program includes award-winning videos, online technology, exciting reading passages, and intensive instruction. Web-based activities provide independent practice and high interest topics DVD's motivate student learning. Embedded Assessments include a Lexile measure that monitors student progress, advanced word study component provides explicit, systematic instruction in affixes, sight words, multi-syllabic words, spelling, and fluency. Comprehension and vocabulary skills and strategies are taught in-depth as students access high-interest text, along with opportunities for collaborative small group and paired teams. High-interest text engages, informs and increases concept knowledge in science and social studies, and provides multiple opportunities for relevant discussions. Collaborative learning opportunities, supported by research, build independence and provide peer-based support. Passport Reading Journeys encapsulates key content areas into the program, from recognizing the need to engage students in the learning process to scaffolding instruction. Participating teachers receive start-up training and year-round implementation support that will be at no cost to them, and will not affect 2012-2013 Title III budget. The teacher providing services are fully certified in bilingual education and are working towards ESL certification. The bilingual content area teachers will use English as the language of instruction. The duration of the program will be 25 sessions with the remaining sessions at no cost to the Title III allocation beginning October 2012 through March 2013 for a total of 2 hours. Our program goal is to provide ESL instruction to immigrant parents and to students in grades (K-8). Students will be grouped as follows: One (Newcomers' Class) for parents and one newcomers class for students. There will be one (SIFE Class), and one (Intermediate/Advanced level Class) including long term ELLs. Our goal is to train and foster a better understanding between students, parents and the school community. The parents will be exposed to hands-on language learning activities. The teachers will plan class field trips and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcourt Brace & Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts and word problem.

Part C: Professional Development

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: The bilingual/ESL teachers will receive professional development for both After school ELL Into Action program, and the Early Bird program for a month from (2:25-4:25 pm) on the following Wednesdays:

<u>10/17/12</u>	<u>11/14/12</u>	<u>11/28/12</u>
<u>12/12/12</u>	<u>3/27/13</u>	<u>05/08/13</u>
<u>02/13/13</u>	<u>04/17/13</u>	<u>05/22/13</u>
<u>03/13/13</u>	<u>04/24/13</u>	

Our Professional Development Opportunities will emphasize differentiated instruction/Writing Workshop in the classrooms, and share much needed linguistic activities across the grade levels. Additionally, teachers and parents will be sent to the annual NYSABE Professional Development seminars, which also afford teachers and parents the opportunity to learn about how to further help ELLs, and Immigrant students. Participants will receive new up-to-date information regarding Bilingual/ESL best practices, policies and regulations. Teachers will meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our ESL teacher Ms. Zorayda Sanchez-Morales, and our Math teachers and Literacy coach: Mr. Rafael Perez and Jacqueline Henry will work closely with all ESL staff. We also participate in local, city, and state conferences for additional support. An ELL Instructional Support Specialist and our Assistant Principal Ms. Manns will be assigned to support the ELL students and staff needs including:

- Professional Development, best approach methodology, ESL prototype, data analysis and comprehension needs assessment.
- Parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

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: In order to engage ELL parents in meaningful activities that will impact higher achievement for ELLs, facilitate teacher-student, and parent communication, foster a better understanding and respect of limited English proficient families, create a safe, supportive and effective learning community for students and a welcoming environment for parents and guardians, our parents will be exposed to hands-on language learning workshop activities that can foster an effective home-school partnership to ensure that parents can support and monitor their child's progress. The schedule and duration is as follows: The program will be 25 sessions with the remaining sessions at no cost to the

Part D: Parental Engagement Activities

Title III allocation beginning October 2012 through March 2013 for a total of 2 hours. After School parents will meet Mondays and Wednesdays from 3:15-4:15 pm to attend parent workshops on topics that include: parenting skills, understanding grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children. Parents will be invited to attend Parental Guidance Seminars presented by our school guidance counselor: Ms. Duran, and our Parent Coordinator: Ms. Maria Pimentel. Our ELL teacher: Ms. Zorayda Sanchez and our Literacy Coach: Ms. Henry will conduct a series of Reading/Writing workshops to parents. Parents will be exposed to read alouds, reading questioning techniques, Common Core State Standards and the importance of reading with to their children. The teachers will plan class field trips and special assemblies together with parents, and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language-picture portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcourt Brace & Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts, and word problems in our computer Lab. They will use www.aaamath.com and Usingenglish.com as a trusted website that offer skill review and practice in mathematics and English grammar. Additionally, participants will use Achieve 3000 Content area lessons. All parents will be invited ahead of time to attend workshops, meetings, and events by mail and through our school newsletter. Translation and Interpretation services will be available to parents by our bilingual staff.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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