



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: IDA R. POSNER
DBN (i.e. 01M001): 23K165
Principal: FRAN ELLERS
Principal Email: FELLERS@SCHOOLS.NYC.GOV
Superintendent: MAURICIERE DE GOVIA
Network Leader: ROBERTO HERNANDEZ

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
Fran Ellers	*Principal or Designee	
Nivia Maldonado	*UFT Chapter Leader or Designee	
Bella Roberts	*PA/PTA President or Designated Co-President	
Harriet Jamison	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	
Eleanor Coddett	Member/ UFT	
Teniece Garden	Member/ UFT	
Cynthia Smith	Member/ UFT	
Rockel Holmes	Member/ Parent	
Janica Young	Member/ Parent	
Karon Ogiste	Member/ Parent	
Ernestine Aikens	Member/ Parent	
Sharon Wilson	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 23K165

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	472	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	32	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.9%	% Attendance Rate			90.0%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	5.4%	% Students with Disabilities			24.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			85.6%
% Hispanic or Latino	10.6%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	2.0%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	8	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	4.3%	% Teaching Out of Certification			6.4%
% Teaching with Fewer Than 3 Years of Experience	6.4%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4			5.6%
Science Performance at levels 3 & 4 (4th Grade)	51.9%	Science Performance at levels 3 & 4 (8th Grade)			50.0%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
We made progress in all our goals. We scored 7.2 in the Safety and Respect section of our Learning Environment Survey which is an increase from 6.8. We improved our performance score on our Progress Report from F to a D missing a C by .2. Our EEE program provided on going professional development around the Danielson Framework which impacted on our student performance as measured by our Progress Report and several of our students passing the 9 th grade Integrated Algebra Regents. A decrease in the number of incidents as measured by OORS data.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Student performance, Social and emotional growth of students, parent engagement and professional development around the Citywide Instructional Expectations and the Common Core Learning Standards.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Although Students made progress we are not achieving the progress at a rate we want.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We made progress in all our goals. We scored 7 points out of a possible 10 in the Safety and Respect section of our Learning Environment Survey which is an increase from 5.4. We improved our performance score on our Progress Report from F to a D missing a C by .2. Our EEE program provided on going professional development around the Danielson Framework which impacted on our student performance as measured by our Progress Report and several of our students passing the 9 th grade Integrated Algebra Regents. A decrease in the number of incidents as measured by OORS data.			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X
If all the goals were not accomplished, provide an explanation.			
Even though we raised our score of the Safety and Respect section of the Learning environment Survey we did not meet the goal of 7.7			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Due to retirement we are working with only two supervisors instead of three.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
All students scoring below proficiency in ELA/Math will increase their performance level by 10% by June 2014 as measured by their scale scores.			
Describe how the school leader(s) will communicate with school staff and the community.			
Weekly Newsletters, Faculty Conferences, Weekly Grade Meetings, Memos, Phone Messenger, Bulletin Board, Daily Announcements on the White Board, Outside Signs			
Describe your theory of action at the core of your school's SCEP.			
We feel that the development of professional learning communities via intensive support will build the capacity of staff, which will positively affect the academic progress of our students.			
Describe the strategy for executing your theory of action in your school's SCEP.			
1 Teaching period per week was taken away from each staff member and was replaced with EEE; which is an on-going weekly PD in which teachers/administrators model lessons for their peers which are immediately debriefed afterwards using Danielson's rubric with an emphasis on domains 2 and 3. Additionally, the students receive lessons in Respect for All; a curriculum developed by the staff of 23K165 to meet their emotional and social needs.			
List the key elements and other unique characteristics of your school's SCEP.			
<ol style="list-style-type: none"> 1. EEE 2. Respect for All 3. Weekly PD 			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Student scores improved as noted in the NYC Progress Report. In additionally, the Progress Report noted improvements in the Learning Environment Survey as well as the QR.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Evaluate the quality of school level decision making adjustments as needed to increase the coherence of policies and practices across the school with particular attention to the CCLS.							
Review Type:	QR	Year:	12-13	Page Number:	8	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader's vision	X	2.3 Systems and structures for school development
	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all staff will demonstrate a movement across the Danielson Competencies as measured by effective implementation of Common Core Learning Standards using informal and formal observations with the Danielson Framework for Teaching rubrics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 1. Program schedule to rotate modeling of lessons. 2. Teachers and supervisors in this rotation are observed through the Danielson Framework for Teaching. 3. Teachers, Paraprofessionals and Supervisors engage in debriefing sessions immediately following the modeled lesson. 4. CFN 611 provides Professional Development on the Common Core Learning Standards, Danielson Framework and Universal Design for Learning. 5. Teachers evaluate lesson plans using Domain 1 of the Danielson Framework for Teaching. 6. Teachers, paraprofessionals, Assistant Principal, and Instructional leads receive professional development from outside consultants around Danielson and CCLS
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators 2. Administrators and teachers 3. Administrators, teachers, and paraprofessionals 4. CFN 611 staff, Instructional Leads, Administrators, teachers, and paraprofessionals 5. Administrators, teachers, and paraprofessionals 6. Instructional Leads, Administrators, teachers, and paraprofessionals
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Improved teacher practices as measured by informal observations 2. Improved teacher practices as measured by feedback forms 3. Development of protocol for debriefing sessions and improved practices as measured by feedback forms 4. Improved teacher practices as measured by feedback forms 5. Improved teacher practices as measured by feedback forms 6. Improved teacher practices as measured by feedback forms
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. By September 2013 2. By Mid- September 2013 3. By Mid-September 2013 4. By End of December 2013 5. By Mid-September by 2013

6. By End of December 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Took one teaching period away from every teacher to allow for modeling of lessons. 2. Provided each staff member with a copy of the Danielson Framework for Teaching. 3. Scheduled common prep for all teachers of a specific guide right after the EEE period. 4. Per Session daily rate for 20 teachers x 3 sessions x 2 hours, 1 Assistant Principal x 3 sessions x 2 hours (Per Session is being funded through priority funding using GNN1E and GNN1C.) 5. Common planning time 6. Per Session daily rate for 20 teachers x 4 sessions x 4 hours, 5 paraprofessionals x 4 sessions x 4 hours, and 1 assistant principal x 4 sessions x 4 hours. (Per Session is being funded through priority funding using GNN1B, GNN15 and GNN19.) 7. Consultants for this activity are being funded through priority funding using budget line R3GJ. The consultants will provide teachers and leaders PD in support of using the Common Core Learning Standards, Danielson Framework and Universal Design for Learning.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Improve the work across grades and subjects to align curricula to the Common Core Learning Standards emphasize the instructional shifts and higher order thinking, so that planning includes ways to engage all learners in higher thinking and rigorous performance tasks.										
Review Type:	QR	Year:	12-13	Page Number:	5	HEDI Rating:	D			

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
X	3.2 Enact curriculum				3.3 Units and lesson plans					
	3.4 Teacher collaboration				3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all teachers will incorporate Universal Design for Learning into lesson plans and unit plans to ensure that all students are engaged in higher thinking and rigorous performance tasks as evidenced by classroom observations.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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									
<ol style="list-style-type: none"> 1. Teachers are aligning all curriculum including performance tasks to the Common Core Learning Standards 2. Success Maker Teacher provides weekly data on grade, whole class and individual students allowing for the analysis of progress to determine the next steps for entire class, small group instruction and/or individual support. 3. Teachers are recalibrating their lessons based upon student work and data trends in their classrooms and across the grade. 4. Teachers meet as grades to incorporate Universal Design for Learning into unit plans and lesson plans and to incorporate rigorous performance tasks. 									

B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Achievement Coaches, Instructional Leads, grade leaders, teachers, paraprofessionals, and administrators 2. Success Maker Teacher, Success Maker Educational Consultant, teachers, and paraprofessionals, Updated Computer lab 3. Achievement Coaches, Instructional Leads, grade leaders, teachers, paraprofessionals, Success Maker Teacher and administrators 4. Instructional Leads, grade leaders, teachers, paraprofessionals, and administrators 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Design and administer performance tasks that are aligned to the Common Core Learning Standards 2. By Mid December 2013 85% of the students will be out of initial placement and the first set of cumulative performance reports will be given to the individual classroom teachers. 3. Student work samples and teacher lesson plans will reflect the implementation of Universal Design for Learning to meet the needs of individual students. 4. Student work samples, unit plans, and performance tasks. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. September 2013-June 2014 2. Beginning November 2013 3. September 2013-June 2014 4. September 2013-June 2014 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. Common planning time for Inquiry work 2. Purchased online Success Maker Program for the Computer Lab, Budget provided for one teacher to implement the Success Maker Program (Activity Code- S10D using Title I SWP funds were utilized for this purchase.) 3. Scheduled common planning time within the school day 4. Scheduled common planning time within the school day and after school on Mondays. 5. Job ID GNN1C will be used to fund teacher per session hours for teachers involved with aligning curriculum with performance tasks to the Common Core Learning Standards. More specifically it will fund 4 teachers for 35 hours. 6. Job ID GNN1E will be used to fund administrator per session hours for 1 supervisor involved with aligning curriculum with performance tasks to the Common Core Learning Standards. More specifically it will fund 1 supervisor for 7 hours. 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
X School Wide Projects										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Build consistency across classrooms in the use of instructional strategies that provide multiple entry points so that all students can access challenging tasks and demonstrate higher levels of participation and thinking.			
Review Type:	QR	Year:	12-13
Page Number:	5	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

All students scoring below proficiency in ELA/Math will increase their performance level by 10% by June 2014 as measured by their scale scores.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Saturday Academy (1 hour of ELA/ 1 hour of Math curriculum aligned to the Common Core Learning Standards and 1 hour of Success Maker on line, individualized computer blended program). For targeted students in grades 2-8
2. Extended Day
3. Success Maker Program for all students in grades 3-6 during the school day.
4. Response to Intervention for students in grades Kindergarten – 4 during the school day
5. Wilson Program on Thursdays and Fridays for students in grades 3-8
6. Title III Grant Afterschool Program three days a week for our ELL students
7. Aligning the Arts Curriculum across all content areas and to the Common Core Learning Standards

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

1. Teachers, Paraprofessionals, Success Maker Teacher, Learning Leaders and Assistant Principal
2. Teachers, Paraprofessionals, Success Maker Teacher, Learning Leaders, Principal and Assistant Principal
3. Success maker Teacher
4. Response to Intervention Teacher
5. Special Education Teacher, Principal and Assistant Principal
6. ESL Teacher, Principal, Assistant Principal
7. Middle School Visual Arts Teacher, Consultants from Lincoln Center

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

1. Interim assessments will be used to monitor the progress of students.
2. Interim assessments will be used to monitor the progress of students
3. Success Maker reports will be used to monitor the progress of students.
4. Screenings and formative assessments will be used to monitor the progress of students.
5. Screenings and formative assessments will be used to monitor the progress of students.
6. Interim assessments will be used to monitor the progress of students
7. Interim assessments will be used to monitor the progress of students

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

1. Beginning of October 2013
2. September 2013
3. Beginning November 2013
4. September 2013
5. Mid October 2013
6. Beginning October 2013
7. July 2013

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

1. Per Session Daily rate will be paid using Fair Student Funding for paraprofessionals using job ID GNBM3, SWP School Success Grant for teachers using job ID GMIRM, 21st Century Funds(GNBM1-teacher and GNBM2- supervisor), and Priority Funds
2. General Supplies (e.g. books) are being purchased to support the Saturday program using Title I SWP Funds using activity code S3JV
3. Budget provided for one teacher to implement the Success Maker Program using various funding sources.
4. Budget provided for one teacher to implement the Response to Invention Program using various funding sources.
5. Per Session 1 teacher x 54 sessions x 2 hours using School Wide Project Funds.
6. Per Session 1 teacher using Title III grant funds.
7. General Supplies are provided through the Lincoln Center.

8. Job ID GNN19 will be used to fund paraprofessional per session hours for paraprofessionals attending CCLS and Danielson Framework training. More specifically it will fund 5 paraprofessionals for 16 hours.
9. Activity Code R3GQ will be used to purchase supplies for our After School program that are aligned to the Common Core Learning Standards.
10. Activity Code R3GE will fund a consultant for 4 sessions from the Leadership Program who will train teachers how to use Common Core Learning Standards and the Danielson Framework.
11. Job ID GNN1Y will fund paraprofessional per session hours for paraprofessionals supporting our Saturday Academy, which will provide 1 on 1 support for struggling students. More specifically it will fund 5 paraprofessionals for 54 hours.
12. Job ID GMWU7 will fund paraprofessional per session hours for paraprofessionals supporting our Saturday Academy, which will provide 1 on 1 support for struggling students. More specifically it will fund 8 teachers for 96 hours.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
School wide Projects											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Strengthen professional development, parent outreach, student services, and social emotional learning to result in a coherent approach that fosters student academic and personal behaviors aligned to college and career readiness.			
Review Type:	QR	Year:	12-13
Page Number:	6	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, positive behavioral, interventions and support systems will be implemented to foster students' social and emotional wellbeing evidenced by a 5% reduction of OORs incidents.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
<ol style="list-style-type: none"> 1. All students participate in a weekly Respect for All Program designed by 23k165 2. Leadership Program ICE(In Class Enrichment) 12 week in class program for grades 5 & 6 3. Count Me In – Carnegie Hall 4. Arts In The Middle- Lincoln Center 5. MRT- Mobile Response Team 6. School wide Honor Roll System 7. PBIS 8. Professional Development from the Leadership Program 	

9. Parent Academy

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

1. Dean, Guidance Counselor, Psychologist, Administrators, CFN staff
2. Teachers, Paraprofessionals, outside consultants, administrators, and parents
3. Art Teacher, Choral Director from Carnegie Hall, Art Team, Parents, Administrator, Other Carnegie Hall Staff
4. Art Teacher, Art Team, Lincoln Center visiting artists and other support staff
5. SBST, Administrators, outside consultants
6. Teachers, Visiting Artists, parents, outside specialty area teachers (karate, dance, design, production), Administrator
7. Cluster Teacher Team
8. All staff, PBIS Team, Parents, Administrators
9. Teachers, Paraprofessionals, Administrators, outside consultants
10. Parents, Parent Coordinator, PTA, SLT, Teachers

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

1. Reduction number of incidents
2. Evaluation of End of Unit Projects
3. Participation Rate
4. Completed Projects
5. Reduction number of incidents
6. Number of students making honor roll
7. Reduction number of incidents
8. Improved Parent Engagement
9. Improved Parent Engagement

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

1. Beginning September 2013- June 2014
2. Fall 2013
3. October 2013; Spring Session February 2014 to April 2014
4. Beginning July 2013 – June 2016- 2018
5. Beginning September 2013 – June 2014
6. Beginning July 2013- June 2018
7. Beginning September 2013
8. Beginning June 2013
9. Beginning January 2013
10. Beginning July 2013

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

1. In house- No funding required
2. 21st Century Grant
3. Lincoln Center provides resources
4. Lincoln Center provides resources
5. Department of Health provides funding for this. (Budget line R6QR)
6. In house- No funding required
7. In house- No funding required
8. Per Session from the priority funds using GGN1C job ID.
9. In house- No funding required and Title I PAC funds.

Budget and Resource Alignment

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

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

xTitle I					
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .					
	PF AIS		PF CTE		PF College & Career Readiness
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs				PF RTI
				X	PF Common Core
					PF Parent Engagement
					PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

Review Type:	QR	Year:	12-13	Page Number:	8	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, professional support programs will continue in order to foster students' academic and personal behavioral growth as evidenced by a 5% increase of parent engagement within the school community.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Professional support for the parents via parent workshops
2. Enhance communication between the parents and the community
3. Parent academy
4. MRT
5. Learning Leaders

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

1. Parents, Outside consultants, Parent Coordinator, Teachers, Administrators, CFN 611 staff
2. Teachers, Parents, Administrators, Parent Coordinator, CFN 611 staff, PTA, SLT
3. Parent Coordinator, PTA, D23 Family Advocate
4. Teachers, parents, Dean, Guidance Counselor, Psychologist, Administrators, CFN staff, outside resources
5. Parent Coordinator, Parents, PTA, Outside Providers

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

1. Administer parent surveys to determine needs of parents.
2. Review attendance logs from parent events.
3. Review attendance logs from parent events.
4. Reduction in incidents
5. Review attendance logs from parent events.

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

1. Beginning September 2013-June 2014
2. Fall 2013-June 2014
3. Fall 2013-June 2014
4. July 2013- June 2014

5. January 2014

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

1. The Leadership Program will conduct a series of 6 sessions of a Book Club that helps engage parents in literacy and promote student and parent engagement. Parents will then read books that connect them to their children. Parents will then be able to discuss books that their children are currently reading and be able to coach them through difficult literacy moments. Through fun and interactive exercises surrounding the discussed book, parents will explore the many different ways to support their children in literacy and the Common Core Learning Standards. This will be funded through priority funding using activity code R3GD.
2. Title I PAC funds will be used to purchase this program
3. Title I PAC funds will be used to purchase this program
4. Department of Health is funding this.
5. Tax Levy funds will support this.
6. Activity Code R3GD will be used to fund 6 parent sessions supporting literacy and parent engagement.

Budget and Resource Alignment

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

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

Title I

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June of 2014, at least 50% of at risk students will be offered Extended Learning Time activities

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Wilson Program**
2. **Extended Day**
3. **Enrichment in Arts**
4. **Overage Program**
5. **Saturday Academy**
6. **ELL Program**
7. **21st Century**
8. **Count Me In**
9. **Leadership Program**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Principal**
2. **AP**
3. **Speech**
4. **Content Specialists**
5. **Common Branch teachers**
6. **Art teachers**
7. **ESL teachers**
8. **Paraprofessionals**
9. **Outside consultants**

C. Identify the target population to be served by the ELT program.

1. At least 50% of at risk students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Carnegie Hall
21st Century Grant Staff
Leadership Program

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The school leadership team met with its community partners to discuss when to schedule ELT activities and which students should be targeted for services.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Our arts program offers students the opportunity to develop original art, analyze art from different periods, and receive art education. This program also has an academic component and will help their students with their social challenges.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Our school offers a wide variety of academic and emotional supports for struggling and at risk students. This includes; **Connecting Art to Literacy and Literacy through Active Listening-** promote the learning of Common Core Literacy skills through a variety of engaging activities that promote literacy, critical thinking skills, as well as writing and reading comprehension skills.

Role Playing, Expressive Art, Ceramic Painting, Art Gallery Theater, and Music- will support our comprehensive arts program, which supports creativity as well as social-emotional skills.

Karate- will support student athletics and social-emotional support.

Flexible Strategy Groups, Saturday Academy, and the After School Program- will support

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Through the wide variety of program offerings student interests will be met. Additionally, the students will be surveyed regularly in order to monitor the effectiveness of the program.

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Our school is actively encouraging student to participate in our ELT activities through notices, phone messenger, letters to parents, etc. Additionally, ELT activities were designed based on student feedback.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Leadership will train a group of teachers, administrators, and paraprofessional in support of CCLS and Danielson Framework. Teachers and paraprofessionals will then integrate standards-based curriculum into their classroom lessons as well as in our afterschool programs and our Saturday Academy.

Our mobile response team, as well as guidance counselors, and respect for all program is actively monitoring the impact of these programs. More specifically, our team will conduct outreach to students and their families through fliers, phone calls, e-mails, and family meetings. Our wide variety of programs noted above as well as summer school offers struggling students an opportunity to receive more than 200 hours of ELT services. Students attending our ELT programs will then be monitored through our team to encourage continued attendance throughout the school year.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

SCEP Goals and benchmarks are being used to evaluate the effectiveness of the ELT programs.

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	R.T.I. Saturday Academy Success Maker Extended Day	Pull out program Tutoring-Small Group Online program / Whole Class Tutoring-Small Group	School day Saturdays School day / Saturdays Tuesdays / Wednesdays
Mathematics	Saturday Academy Success Maker Extended Day	Tutoring-Small Group Online program / Whole Class Tutoring-Small Group	Saturdays School day / Saturdays Tuesdays / Wednesdays
Science	Extended Day	Tutoring-Small Group	Tuesdays / Wednesdays
Social Studies	Extended Day	Tutoring-Small Group	Tuesdays / Wednesdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One to One / Small Group	School day

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

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).
Continued PD and support is used to retain teachers.

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.).
As noted above, a combination of Title I, Title III, 21 st Century, and tax levy funds are used to support student needs.

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.).
Students begin school at Pre-K. Parent workshops are offered to pre- k parents to help with the transition.

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.
Our MOSL team met to discuss the various options to assess students and decided to administer performance tasks along with benchmark tests. The staff then met to develop a testing calendar to include performance tasks, benchmark tests, running records, unit tests, and teacher made tests. Professional development was scheduled to assist staff in analysis of data, the use of the data, using data to drive instruction, and communication with our students' family. SLT was involved throughout this process.

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).
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Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 165
School Name Ida R. Posner		

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. Fran Ellers	Assistant Principal Mr. Bernard St. Aubain
Coach N/A	Coach N/A
ESL Teacher Ms. M. Gabriel	Guidance Counselor Ms. Velez
Teacher/Subject Area Ms. C. Fabien Common Branch	Parent Ms. R.
Teacher/Subject Area N/A	Parent Coordinator Mr. Gregory Wooten
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	443	Total number of ELLs	26	ELLs as share of total student population (%)	5.87%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	4
SIFE	2	ELLs receiving service 4-6 years	8	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	0	0	0	0	0	0	0	0	0
ESL	18	1	1	7	1	1	1	0	1	26
Total	18	1	1	7	1	1	1	0	1	26

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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): <u>0</u>	Number of third language speakers: <u>0</u>	
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	2	0	0	3	2	0	2	1	3	0	0	0	0	13
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	2	0	1	1	1	1	2	2	0	0	0	0	10
Haitian	0	0	1	1	0	0	0	0	1	0	0	0	0	3
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	2	1	5	3	1	3	3	6	0	0	0	0	26

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)	1	2	0	2	2	1	2	2	3	0	0	0	0	15

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)	0	0	0	2	0	0	1	1	2	0	0	0	0	6
Advanced (A)	1	0	1	1	1	0	0	0	1	0	0	0	0	5
Total	2	2	1	5	3	1	3	3	6	0	0	0	0	26

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	2	1	0	0	3
4	0	1	0	0	1
5	0	0	0	0	0
6	2	0	0	0	2
7	3	1	0	0	4
8	0	2	0	0	2
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	3	0	0	0	0	0	0	0	3
4	1	0	0	0	0	0	0	0	1
5	0	0	0	0	0	0	0	0	0
6	2	0	0	0	0	0	0	0	2
7	4	0	0	0	0	0	0	0	4
8	1	0	1	0	0	0	0	0	2
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	0	0	0	0	1
8	0	0	0	0	0	0	0	0	0
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
At PS/IS 165, we use various assessments tools to drive instruction. Early literacy skills of the ELLs are assessed through a variety of methods. During the admission process, parents and students are interviewed with comprehensive questions centering their education background history and possibly SIFE status using questions from the SIFE Identification questionnaire. Literacy skills are further assessed using results from Performance Based Assessment New Core Curriculum (Ready Gen), Fountas and Pinnell, ELA, Math tests, the NYSESLAT modalities (RLAT) report, and teacher created assessments. Results from the above mentioned assessments are used on conferencing and planning with content area teachers sharing the flagged students in need of extra supports and allow a deeper understanding of the ELLs first and second language needs as a whole.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the LAB-R and the NYSESLAT Exam History (RLAR), 56% of our ELLs (Grades 1-8) scored at the Beginner level, 24% Intermediate level, and 20% at Advanced level. These numbers drive instructions, aiming primarily weaknesses in reading comprehension and writing skills. These numbers raise questions on the curricular and instructional decisions aimed to remediate needs of students.
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](#))
The AMAO results help us target students who did not show gain for consecutive years and highlight deficient language skills which need to be addressed. The 2013 RNMR Modality Report is not available.
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?
 - a. At PS/IS 165 most of our ELLs in the ESL Program have scored 1's on the NYS ELA and the NYS Math Exams. The 4th grade NYS Science Test was administered to one of our ELLs, he successfully passed it. Our ELLs took the standardized test in English not in their native language. In order to support students grade specific requirements, our certified ESL Teacher confer on a regular basis with content areas teachers planning parallel to the New Core Curriculum.
 - b. Periodic Assessment, Teacher created Assessments, and the NYSESLAT skills analysis results allow our certified ESL Teacher to emphasize practice on skills where weakness is shown.
 - c. The ELL Periodic Assessment is used by our certified ESL Teacher as predictors for the students performance on the NYSESLAT. Results from the above mentioned assessment helps our certified ESL Teacher in planning instruction. Native language is used through using bilingual dictionaries, glossaries with content areas vocabulary works, native language literacy books, native language speakers (peers and staff).
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](#).)
Tier 1, Results from Literacy skills Assessments are used for planning and to drive instruction. (RtI) for ELLs (k-5), classroom teachers plan and set realistic objectives to meet the needs of students. Student population is subdivided in smaller groups aiming the goal of learning. Language and vocabulary development are skills promoted throughout the day. Assessments used are Fountas and Pinnell, Ready Gen Assessments. Tier 2, our AIS certified teacher ensure that interventions are sufficiently intense. Intervention provided for a minimum of thirty minutes each day. Tier 3, a certified teacher in addition to our certified ESL teacher work intensely to meet students' needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered by our school providing a language survey, where language of preference is noted. Native language is used in Bilingual dictionaries, glossaries, peer and staff interpreters, native language literacy books, computers access to google translate.
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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

For the 2012-2013 school year 56% of our ELLs scored at Beginner level, 24% at Intermediate level and 20% at Advanced level. It is noted that our ELLs have shown growth in listening and speaking; however, there is need for improvement in reading and writing. Our certified ESL teacher is intensely working to meet the students' needs in reading comprehension and in writing skills.

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](#).)

At registration a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL Teacher. If the parent indicates a language other than English on three or more of the answers, the certified ELL Teacher automatically enters the OTELE Alpha Code. At this point the certified teacher informally interviews in English or the native language the parent/guardian and the student. Translation services are provided by the certified teachers Ms. Gabriel for Haitian Creole and French, Ms. Maldonado for Spanish and Ms. S for the Arabic translation. Within ten days of entry, new entrants are tested by the certified ELL instructor using LAB-R. For students who speak Spanish at home and score at below proficiency on the LAB-R, the Spanish LAB-R is administered by our certified teacher Ms. N. Maldonado.

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.

Parent orientation is offered at the school site within ten days of a new admit by the certified ESL Teacher and the Parent Coordinator. Interpretation services are available using bilingual certified staff members. The three program choices (Transitional, Bi-lingual, Dual Language, Free Standing ESL) are explained and discussed. Parents are offered an opportunity to visit the three programs to assist them in making an informed decision. If the parent does not make an immediate decision, they are given five days to return the form. Then, if the form is not received within another three days, phone calls and home visits are made to assist in obtaining the form. Parents who have chosen Transitional Bilingual Education or Dual Language Program are informed in writing and via telecommunications as soon as the total number of students is reached for full class size.

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 [\[see tool kit\]](#).)

After the program orientation is completed by the ESL certified teacher, the entitlement letter, parent survey and program selection form are provided to the parent for selection of the program. As service must commence within ten days, the parent is encouraged to make an informed decision without delay. If the parent/guardian needs to take more time or is planning on visiting programs that are not in the school, the parent takes the letters home. A phone call is made to the parent within five days to ascertain a decision. Follow up, including home visitation is done if the form is not returned within two days to ensure that the student is enrolled in the program of their choice. After the parent makes a choice, depending on program availability, the parent receives a program placement letter. Copies of entitlement letters are kept in a binder in room 203A. Copies of the entitlement letters are made prior to distribution and are kept on file. Follow up requests are made as needed to ensure collections of parent survey and program selection forms. Phone call reminders are sent home for the return of letters. Once, parents return letters and forms, the returned letters and forms are stored along with the copies of the originals.

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.

At registration parents fill out the HLIS form. If the parent/guardian answered other than English for any three questions,

parent/guardian and student are informally interviewed by our ESL certified Teacher. Interpreters are available, the certified ESL teacher Ms. Gabriel for French and Haitian Creole, Ms. Maldonado for Spanish, and Ms. Swuany for the Arabic translation. The child is registered while makes a decision as to which program to select, the LAB-R is administered to the student to formalize eligibility. The Certified ESL Teacher hand-score the exam, then assigns the student to the appropriate level. After administering the LAB-R, students' results as well as parents' choices are indicated on the ELPC screen within twenty days. If the parent/guardian decides that the child should attend another program, the Certified ELL instructor will assist in a smooth transition to the new school. Placement letters are maintain in a binder in room 203A. Continuation of entitlement letters are distributed returning students and sent home to parents at the beginning of the school year. Copies of the continuation of services are kept in a binder in room 203A.

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.

In order to ensure that all students receive the NYSESLAT annually, a RLER "Y" indicator for NYSESLAT is generated. The certified ESL Teacher after careful review of the different components of the NYSESLAT (listening, speaking, reading, and writing), plans and delivers instructions accordingly. Schedules of the exams are posted in school. The principal and parents are informed of scheduled dates of the NYSESLAT. The four components of the NYSESLAT are administered accordingly. Thus, after printing the list of eligible students for the NYSSLAT, a letter is sent home informing the parents of the test schedule, students are then administered the component in groups as well as individual when required. The NYSESLAT administration usually covers during the months of April and May.

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, we have noticed that the majority of our parents chose the Free Standing ESL Program. All recorded by our certified ESL Teacher. At our school we have the availability of a Free Standing ESL Program for students in grades K-8. Trend in Parent Choice Letters Parents/Guardians choose the program that will best suit their children's needs. For the past five years 100% of our parents chose the Free Standing ESL Program as their first choice, students have been placed and served accordingly.

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])?

a. Instruction for ELLs is delivered in ways to accommodate individual learning styles. (e.g., visual, auditory and kinesthetic). Instruction models for ELLs rely on the workshop model approach, collaborative learning model, differentiated instruction, and using different entry points (modalities of language learning: listening, speaking, reading, and writing). At PS/IS 165K, the Department of Education requires the use of the New Core Curriculum Standards grade level in reading, writing, listening, and speaking. A variety of structures, i.e., read-aloud, guided reading, shared reading, and interactive writing are used in individual and small group conferences. Our seventh and eighth grade use a departmental schedule. The rest of the school has self-contained classes. Supplemental services are provided by both Push-in and Pull out certified staff members. Our classes are heterogeneously grouped.

b. Our certified ESL Teacher uses methodologies in academic content area instruction to develop English language skills. Our Pull-Out ESL Program is designed to help students acquire English Language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach method. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations.
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)?

In the ESL program, our school uses a pull-out model, with beginners grouped together for 360 minutes of English as second language with our certified ESL Teacher. Students at the Intermediate level receiving 360 minutes of ESL instruction from the certified ESL teacher; and Advanced students receiving 180 minutes of ESL instruction with our certified ESL Teacher and 180 minutes of ELA instruction from certified members of our staff. ESL instruction is required for all ELLs as mandated under CR Part 154. All students are programmed for ESL instruction according to their proficiency level as determined by the LAB-R and the NYSESLAT test results.
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.

Our school provides a Free Standing ESL program. The Free Standing ESL program is taught in English and students are encouraged to transfer the language skills from their first language to the target language, English. Students may use their native language for better understanding of ideas; however, strong emphasis is placed on English usage in all modalities. Students are assessed on regular basis and assessment results are used by our certified teachers during common preps to better plan instruction. Materials are aligned with the New Core Curriculum and multiple entry points are expected throughout teaching. The ESL Teacher meet with the content area teachers during common preps for planning. With Common Core aligned materials, vocabulary development, glossaries, and dictionaries, and visual aids, The ESL Teacher uses multiple entry points to better support ELLs in content area subjects.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native languages the LAB-R is offered in Spanish, Math and Science tests are provided in native language, bilingual dictionaries, and native language glossaries are available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities (listening, speaking, reading, and writing) of English Language Acquisition. Unit test is given at completion of every unit of study as well as through the periodic ELL assessment administered twice a year, in the fall and in spring.
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).

a. SIFE students will receive an extra period of instruction each day from the certified ESL instructor. The certified ESL teacher will use this daily period to assist SIFE students in introducing or reinforcing content and strategies that may have been missed during their academic interruption. Strategies such as scaffolding, modeling, bridging, contextualization of new concepts, and schema building are used to enhance academic development of SIFE students, to accelerate language and academic development.

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

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

c. ESL students in the program four to six years will receive differentiated instructions based on multiple entry points and test taking strategies. Data from NYS assessments Fountas and Pinnell, analysis of the NYSESLAT modalities, (RLAT/RNMR reports) will enable the certified teacher in collaboration with classroom teachers to effectively target students' weakness.

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

e. For former ELLs in years 1 and 2 after testing proficient, testing accommodations will be adhered to and our certified ESL teacher will fully support the needs of former ELLs.

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?

ELLs identified as having special needs, goals stated on their IEPs are taken into consideration as well as their need as indicated by the results of their NYSESLAT and LAB-R. Students will receive their mandated ESL services plus additional support that will be provided through AIS, related services, extended day, and after-school program. ELLs with alternative placement, visual aids, graphic organizers, hands on materials, audio teaching materials are used to foster language acquisition, comprehension and proficiency. Prior knowledge is used to enhance the students' cognitive and academic development.

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?

In mathematics, ELLs identified as having special needs will receive instruction according to the needs listed on their Individual Educational Plan. A more hands-on approach with clearly labeled manipulatives will assist the student in grasping concepts more quickly. Teachers of students with special needs will meet with our certified ESL teacher to ensure students receive the mandated minutes. Programming and scheduling are taken in consideration by the ICT teachers and the ESL teachers in order to better meet the students' needs as recommended on their Individual Educational Plan. Students with disabilities and ELLs are programmed 1st and 2nd periods making sure that students received mandated minutes. In ICT classes programs are set up with non-restrictive and restrictive programs where ELLs and Students with diverse needs participate as a whole.

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

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

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

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

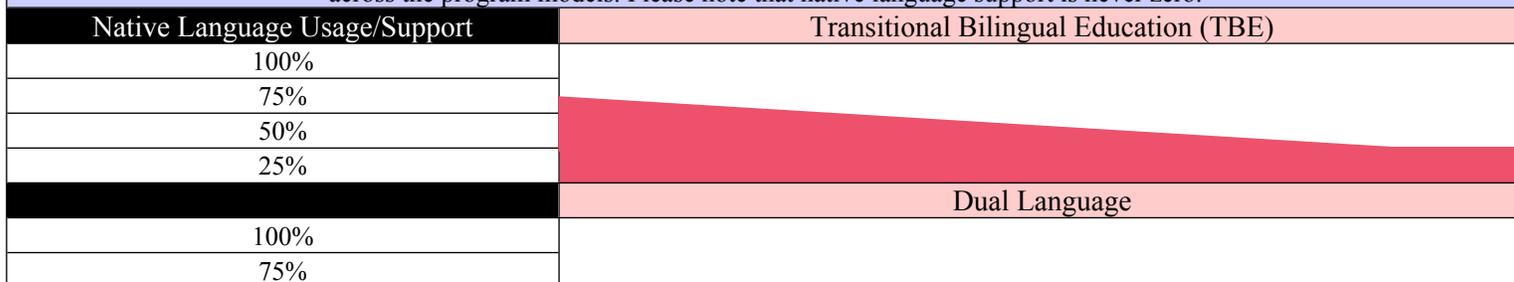
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

All ELL students are eligible for all intervention services offered by our school. Tuesday, Wednesday, and Friday students can attend an additional 60 minutes of intervention activities. Our certified ESL Teacher and the SETTS teachers work collaboratively to plan and serve our ELL students. Intervention in English Language Arts, math, and other content areas is done in English with native language support, i.e. bilingual dictionaries, glossaries, google text translate. Small group instruction for targeted students is done during extended day and after school programs, Tuesday and Wednesday from 2:20-4:15pm., Friday from 2:30-4:30pm. focusing on all content areas, i.e., ELA, Math, social studies, and science. Interventions during the mandated day time are aligned with students needs based on assessment results. Our ESL Teacher, SETTS Teachers work collaboratively with content area teachers to effectively facilitate the flow of learning.

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

At PS/IS 165K, our ultimate goal is helping all ELLs reach proficiency. The ESL Teacher in collaboration with content areas teacher plan and drive instruction according to students' needs. Our certified ESL teacher continues servicing our ELLs up to two years after attaining proficiency, former ESL students are entitled to academic enrichment and use the service as a safe harbor.

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

As of date, our ELLs are eligible to participate in all extracurricular activities. In addition to our extended day program and after school program, Saturday test taking strategies program will be available to all ELLs for this upcoming school year.

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

N/A

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

All ESL students receive equal access to participate in all programs, i.e., extended day program, after-school tutoring program or any other extra curricular activities.

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 following materials are used to support ELLs at our school:

Beginner

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

Moving into English: Harcourt

Phonics Practice Book: Harcourt

Go Math Common Core

Ready Gen Pearson

Common Core Science

Social Studies: New York City: Houghton Mifflin

Native language Literature Books

Native Language dictionaries and glossaries

Intermediate

Vision- Language and Literature- Content level A: Thomson Heinle

Go Math Common Core

Common Core Science

Ready Gen Pearson

Native Language Literature Books

Native Language dictionaries and glossaries

Advanced

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

Connected Mathematics: Lappan, Phillips, Fey, Friel

Codex - Scholastic Common Core

Social Studies United States History: Holt McDougal

Native Language dictionaries

Native Language glossaries

Native Language Literature Books

Common Core Science

Success Maker- Individualized learning program to reinforce English Language Arts and Mathematics skills as per each student's needs. Our certified ESL Teacher will follow the NYS Core Curriculum and students will be taught based on the Cognitive Academic Language Learning Approach.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language is supported in our Free Standing ESL program by the use of Biligual dictionaries, glossaries of content areas, Spanish LAB-R, Native Language Literature books, google translation, and interpreters.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All ESL students receive services accordingly. Our ESL teacher and content area teachers plan and drive instructions using results from the LAB-R, NYSESLAT, teacher created assessments, end of unit tests, NYS standardized Test, and individual educational plan for student with special needs.

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.

Our school sends a Welcome Pocket including Community Resources, Parent Handbook, Translation and Interpretation Unit information, and Parent Coordinator's contact number along with official registration info.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

1. All staff meet monthly for faculty conferences to address both academic and administrative details in the school. All staff are involved in weekly Inquiry Team Meetings that are held during the teachers' common prep periods. The thrust of these meetings is to plan strategies to improve student learning for all students including ELLs.

To ensure the best learning results from our ESL students, training and support are given to designated teachers, particularly our ESL teacher, special education teachers and teachers of ELL students by Department of Education personnel on a monthly basis. School administrators, our ESL teacher, and content areas specialists will co-plan school-wide professional development workshops that address the needs of ESL students on a regular basis with a focus on Data Analysis, NYS ESL Learning Standards.

The LAP team meets on a monthly basis to plan implement and evaluate staff development and student growth. Based on evaluation, professional development and instruction is modified as needed. A calendar of Professional Development is posted in the main office, teachers and other school personnel receive copies of monthly calendar via email. Our Parent Coordinator and School secretary are urged to attend necessary professional developments geared to better our school culture. At PS/IS 165K, from September 3rd, 2013- June 15th, 2014 our staff members will meet for staff development every Monday from 2:20-3:10pm and on every first Thursday of each month.

2. Profession developments are offered to all staff members. Our ESL certified teacher is sent to monthly workshops at the Children's First Network CFN 611. Our ESL Teacher is encouraged to attend all professional developments, i.e., Instructional Core across classrooms, Lesson Planning, Implementation of CCLS.

3. Our ESL Teacher, home room teachers and in particular our guidance counselor provide articulation services to our 8th grade ESL students in transition to high school. When parents are selecting a high school for their students, a special meeting conducted by the ESL teacher and the guidance counselor explain the process of transition to parents. Visits to the high schools of choice are arranged for the parents and the students. Parents are advised by the ESL Teacher and the guidance counselor on procedures for returning the acceptance letters. Staff members have the opportunity to choose professional developments enabling them to better serve students. In order to better assist our ELLs for a smooth transition to high school, our guidance counselor in collaboration with the ESL Teacher and the parent coordinator conduct Parent workshops. The guidance counselor and the ESL Teacher explain the process of choosing high schools and how students get selected for any particular high school. The parent coordinator ensures that all correspondence are translated in parents' preferred language. Translation services are done in house by qualified staff members or by the translation unit if needed.

4. All Staff members are mandated to be trained for a minimum of 7.5 hours of English Language Learners professional development. Staff members are encouraged to register for available courses on ProTraxx, records of completion are maintained in teachers' files and in our school database.

Our CFN provides monthly professional development sessions. Our ESL Teacher attends monthly meetings. The professional development sessions focus on topics of compliance and issues dealing with curriculum and instruction. As per Jose P., workshop will be on going, staff members maybe trained of ELL methodology and strategies by our ESL Teacher in addition to outside workshops of best instructional practices for ELLS.

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?
 1. The school has a PTA, in which parental participation is encouraged. Our PTA meets on the third Wednesday of each month. Our SLT meets once a month. A Principal's newsletter containing information and calendar of events goes home to parents each month. Calendar of In-house activities is posted in the main office. Interpreters and Translation of newsletters are available, Ms. M. Gabriel for French and Haitian Creole, Ms Maldonado and Ms Balesteros for Spanish translation and Ms. Swaney for the Arabic Translation. Parent volunteers are encouraged to accompany students on school trips. Our parent coordinator coordinates workshops inviting parents to take active roles in the school learning culture. To welcome our parents on becoming partners in their children's education, parents are provided a welcoming atmosphere and communication is done in their preferred language throughout the year.
 2. We do not partner with any organization to provide workshops for ELL parents; however, we send notices of workshops that might be of their interest. All notices are sent home in the parents' language of preference.
 3. Our school as an open door policy. Parents are strongly encouraged to take active parts in their children's education. Parent Surveys are done in order to better assess the needs of parents. Parents are offered opportunities to make suggestions on topics of interest. Surveys are done in checklist format and cover academic and family living topics. Space is provided for additional topics.
 - Among academic topics covered by surveys:
 - Learning Styles and Strengths/ Multiple intelligences
 - Common Core Learning Standards
 - Promotional Policy
 - Preparing your child for standardized tests
 - Understanding Parents' Rights
 - Understanding Special Education
 - Graduation Requirements
 - Preparing your child for college
 - Among family living Workshop
 - Discipline vs Child Abuse
 - Student/Parent's Rights
 - The Importance of Cultural Identity
 - Delinquency Reform and Black/Latino Child
 - Tailoring Your Parenting Style to Meet Your Child's Needs
 - Eating Healthy on a Limited Budget
 - Understanding YOur Child's Developmental Stages
 - Prioritizing Goals and Responsibilities
 4. Based on responses from surveys, workshops are scheduled accordingly. Throughout the school year, calendar of workshops, phone calls are made to parents, and notices of meetings are sent home as invitations to participate in parent workshops. Parents have the opportunity to acquire knowledge and strategies to better help their children by attending workshops and in joining our school culture.

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.

N/A

Part VI: LAP Assurances

School Name: 165K

School DBN: 23K165

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fran Ellers	Principal		11/1/13
Bernard St. Aubain	Assistant Principal		11/1/13
Gregory Wooten	Parent Coordinator		11/1/13
Magalie Gabriel	ESL Teacher		11/1/13
Raquel Holmes	Parent		11/1/13
Carine Fabien	Teacher/Subject Area		11/1/13
N/A	Teacher/Subject Area		N/A
N/A	Coach		N/A
	Coach		
Ms. Velez	Guidance Counselor		11/1/13
N/A	Network Leader		N/A
	Other		
	Other		
	Other		
	Other		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23k165 School Name: Ida R. Posner

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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

At registration a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL Teacher, Ms. Gabriel. If the parent indicates a language other than English on three more of the answers, the certified teacher automatically enters the corresponding OTELE Alpha code. At this point, the ESL teacher informally interviews the parent/guardian and the student in English or their native language. Translation services are provided in Haitian Creole and French by Ms. Gabriel, Spanish by Ms. Maldonado and/or Ms. Ballestroes, and Arabic by Ms. Selwanes. A formal initial assessment is also done at this time. Within ten days of entry, new entrants are tested by the certified ESL teacher using the LAB-R. Students eligible for testing with a Spanish background and who score below proficiency on the LAB-R are re-tested with the Spanish LAB-R. The Spanish LAB-R is administered by Ms. Maldonado. Unofficial scoring of the LAB-R is done by Ms. Gabriel. The results from the LAB-R determines whether or not the student is eligible for ESL services.

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.

Parents are invited to a Parent/Guardian Orientation offered at PS/IS 165 by our ESL Teacher, Ms. Gabriel and our Parent Coordinator, Mr. Gregory Wooten. Interpretation services are made available using our bilingual staff members as needed. The three program choices, Transitional Bi-lingual, Dual Language, Free Standing ESL are explained and discussed in detail with the parents. Parents are offered the opportunity to visit the three programs to assist them in making an informed decision for their children. If a parent does not make an immediate decision they are given five school days to complete and return the form with their decision. If the form is not received within an additional three school days a home visit is made to assist in completing the form.

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.

After the program orientation is completed by Ms. Gabriel, our certified ESL Teacher, the entitlement letter, parent survey and program selection forms are provided to the parent for selection of the program. As service must commence within ten days of eligibility, the parent is encouraged to make an informed decision without delay. If the parent/guardian needs more time or is planning on visiting programs that are not available at our school, the parent may take the forms home. A phone call is made within five days to ascertain the parent's decision, follow-up including home visitation is done if the form is not returned. Within two days of returning the form, students must be enrolled in the program of choice. After the parent makes a choice, the parent receives a program placement letter. Thereafter, the parent will annually receive a letter of continued entitlement or transition of services into monolingual education.

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.

At PS/IS 165k, Written translation and oral interpretation are mostly done by qualified staff members unless the unit of translation is needed. Our school provides a language survey where language of preference is noted. Native Language is used when necessary by qualified staff members; the certified ESL Teacher Ms. Gabriel for the Haitian Creole and French, our certified staff members Ms. Maldonado and Ms. Ballesteros for Spanish, Ms. Selwanes for Arabic, and Ms. Bathanagar for the Urdu, Hindi, and Punjabi. Students' results as well as parents' choice of preferred language is entered on the ELPC screen within twenty days. Our Parent Coordinator holds meetings informing parents of current school's activities and distributes necessary pamphlets in English and in the parents' choice of language. At PS/IS 165, we ensure that parents are provided with the Principal's newsletter, school events dates, testing calendar, and school notices in English and their Native Language.

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>.

Signs are posted throughout the school informing parents that translation and interpretation services are available. Bi-lingual staff are encourage to stay for all parent meetings to provide support to our bi-lingual parents.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS/IS 165	DBN: 23K165
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 165K is a school that consist of approximately four hundred seventy nine students with widely diverse cultural backgrounds. Within the school's population 6% are English Language Learners. The school is organized to provide students from different cultural settings the opportunity to be fully involved in a culture of learning. PS/IS 165 as a school community provides a positive data-driven environment based on the New York State Common Core Learning Standards. To improve children's achievement PS/IS 165 hosts various activities and programs such as: Extended Day, Supplementary Educational Services, Success Maker, ELA and Math which are put in place to enhance students' abilities and academic growth. PS/IS 165 welcomes the opportunity to service our ELLs through the Title III LEP with the ultimate goal of developing students into life-long responsible individuals.

This allocation will be used to create an After School program and to prepare students academically and enhance students' Language Development in the content areas and acculturation through educational tools. This After School program will meet on Tuesday and Wednesday from 3:15-4:15pm and on Friday from 2:30-4:30pm. The Title III program After School is from November 19th to May 29th, 2014. Success Maker Technology and software, textbooks, workbooks will used throughout the program. Books by McCloskey- Thomson Heinle Visions, Language Literature,Content will be used for the intermediate and advanced levels; Basic Language and Literacy Visions by Linse- Yedlin for beginning level. Students in grades 2-8 will be group together to participate in the Success Maker program, which is a reading and math software program that individualized instruction on each student's learning level. Students will rotate in smaller groups (2-5, and 6- 8) from the certified teacher Ms. Gabriel to Ms. Sarrubbo the qualified technology instructor. Approximately twenty six ELLs students will be subdivided into groups. Ms. Sarrubbo will assess students and monitor their progress. The students will be further grouped by the proficiency level: Intermediate and Advanced ELLs will be grouped together, beginning level ELLs will form one group. Studnets in K & 1 will receive instruction from Ms. Gabriel. As their progress improves they will be added to the SuccessMaker rotation.The certified ESL Teacher Ms. Gabriel will deliver instruction using different entry-points based on students' needs.

Professional Development dates: January 9th, March 6th, and April 3rd, 2014—Parent Workshop first Monday of the month, starting January 6, 2014- May 5th, 2014.

Part B: Direct Instruction Supplemental Program Information

Mondays: P/W 3:15-4:15pm, on first Monday of every month.

Tuesdays: After-School Program From 3:15-4:15pm

Wednesdays: After-School Program from 3:15-4:15pm

Thursdays: Professional Development from 3:15-4:15pm (see above dates)

Fridays: After-School Program from 2:30-4:30pm

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: Ms. Gabriel attends all professional opportunities provided by CFN 611 and any other outside sources. She is scheduled to attend a 1/2 training on January 17, 2014 and two full days of training on January 24th and January 25th. To ensure students' academic growth our certified ESL Teacher, Ms. Gabriel, will conduct an hour professional development with content area teachers on January 9th, March 6th, and April 3rd, 2014 from 3:15-4:15pm. Workshops will be offered to staff members responsible for delivery of instruction and services to the ELLs. Staff members will be trained in ESL strategies and methodologies. Topics such as How does Universal Design (UDL) apply to English Learners, Understanding the NYSESLAT (Data Analysis), Vocabulary/Literacy Development, Reconizing Socio, Emotional Development of ELLs in our school system, and best practices to better serve our ELLs will be covered.

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: PS/IS 165 enjoys a strong tradition of servicing our community. The school cultivates a culture of respect for diversity and an appreciation for parental involvement in our community of learning. Parents are encouraged to take an active role in their children's learning. An hour Parent workshop session once a month from 3:30-4:30pm on the first Monday of every month starting in January to May 30th, 2014 last week of the after school program. Parents Workshop will be held by Ms. Gabriel to ensure parents of a better understanding of our curriculum, students' academic progress, homework help desk in native language, and social development in the American School System. Parents will be notified through letters and telecommunications. All correspondence with parents will be done in parents' preferred language of communication. Translation and Interpretation services will be provided in house unless The Translation and Interpretation unit is needed. Translation services in Haitian Creole and French will be offered by Ms. Gabriel, Spanish by Ms. Maldonado, Arabic by Ms. Selwanes.

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 materials. • Must be clearly 		

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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		