



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MORRIS H. WEISS  
**DBN (i.e. 01M001):** 21K215  
**Principal:** ANTONELLA BOVE  
**Principal Email:** ABOVE@SCHOOLS.NYC.GOV  
**Superintendent:** ISABEL DIMOLA  
**Network Leader:** NEAL OPROMALLA

### 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
Antonella Bove	*Principal or Designee	
Michelle Grecco	*UFT Chapter Leader or Designee	
Joanne Gatti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elaine Caputi	Member/ Parent	
Andrea Notarnicola	Member/ Parent	
Marianne Russo	Member/ Parent	
Jereld Rosenberg	Member/ Parent	
Diana Palodino	Member/ Parent	
Christine Dinnano	Member/ Parent	
Sabrije Salovic	Member/ Parent	
Kathy Happich Braider	Member/ UFT	
Melissa Pupko	Member/ UFT	
Pamela Allison	Member/ UFT	
Lauren McCormack	Member/ UFT	
Esther Halberstam	Member/ UFT	
Paris Paolillo	Member/ UFT	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2014, 7-10% of students in grades 3-5 (excluding SWDS and ELLS) will increase in proficiency as measured by the 2014 NYS ELA Assessment.

### **Comprehensive Needs Assessment**

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

The school decided on this goal:

- As a response to the 2013-2014 Citywide Instructional Expectations; Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.
- In an effort to increase student progress in ELA as referred to in the 2012-2013 Progress Report 43% of all students in grades 3-5 are performing at proficiency or above in ELA (Levels 3 and 4); 50 % of students in general education are performing at proficiency or above in ELA (Levels 3 and 4) 33% of students in general education are performing at a Level 2; 17% of students in general education are performing at a level 1.
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the building of high order thinking skills as recommended in our last Quality Review.
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in English language Arts as recommended in our last Quality Review.
- In an effort to meet our State and Local Measures of Student Learning (MOSL) in grades 3-5.
- In response to the ELA instructional shifts that reading and writing is grounded in evidence from texts.

### **Instructional Strategies/Activities**

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

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

1. Professional Development: PD will be continue to be given on the following topics; Teacher effectiveness, ReadyGen planning and implementation, UDL, RTI, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping, close reading and development and implementation of ELA tasks embedded into the literacy curriculum. We have an AUSSIE that comes in to plan and coach teachers across grades K-5 for a total of 20 days. In addition we have two Instructional Lead teachers that attend meetings given by our network and turnkey pertinent information.
2. Additional support services: We have a RTI plan that consist of 3 TIERS which includes researched based strategies, targeted and intensive interventions and progress monitoring. Response to intervention TIER II targeted interventions will take place in the classroom in small groups. RTI TIER III will take place outside the classroom with an instructional specialist. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. In addition there is a mandated extended day program three mornings a week. Moreover, Level 1 and Level 2 students are strongly encouraged to attend the ELA after school Program twice a week.
3. Data Driven Instruction: A thorough comprehensive analysis of all state, unit and benchmark assessments including Beginning of year (BOY) and End of Year (EOY) as well as conference notes, observations and classroom activities designed to improve instructional outcomes.
4. Universal Design for Learning: We use the UDL framework to supply flexible approaches that can be customized and adjusted to meet individual

needs. The UDL principles help all students successfully engage in common core aligned tasks.

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

1. Responsible Staff Members: Assistant Principal, Staff Developers (internal and external), Data Specialist, AUSSIE, Instructional Lead Teachers, Grade Leaders and Classroom Teachers
2. Responsible Staff Members: Teachers, RTI Instructional Specialist, Data Specialist, Pupil Personnel Team.
3. Responsible Staff Members: Staff Developers (internal and external) data specialist, Instructional Lead Teachers and classroom teachers.
4. Responsible Staff Members:, Staff Developers (internal and external), Instructional Lead Teachers, classroom teachers

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

1. Target Populations: All Teachers
- 2-4. Target Populations: Students in grades K-5 inclusive of ELLs and SWDs

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

1-4 Implementation Timeline: October 2013 through June 2014

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

1. Professional Development Plan is constantly updated based on the teachers' needs assessments, observations and current teacher practices.
2. Response to Intervention fidelity checks will take place bi-monthly.
3. Common planning time for teachers to look at children's work are scheduled 4-5 times per week; Aligned Classroom activities and tasks to rubrics; a class spread sheet listing all the ELA standards for each grade.
4. Scheduled inter-visitations in and out of school to observe best practices using UDL.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We encourage and recognize the value of parent involvement in their children's education.

We will continue to:

- Conduct a parent needs assessment at the beginning of the school year;
- Provide common core workshops based on common core standards, 2013-2014 citywide instructional expectations as well as the instructional shifts;
- Provide training on our new Literacy Program: ReadyGen;
- Provide translated letters and materials to parents in their native language;
- Provide homework help and ELA strategies to improve the school/home connection;
- Provide parent surveys after each parent workshop to determine effectiveness;
- Maintain a Parent Coordinator to serve as a liaison between the school and families;

**Budget and Resource Alignment**

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

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

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2014, 7-10% of students in grades 3-5 (excluding SWDS and ELLS) will increase in proficiency as measured by the 2014 NYS Math Assessment.

### **Comprehensive Needs Assessment**

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

- As a response to the 2013-2014 Citywide Instructional Expectations; Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.
- In an effort to increase student progress in Math as referred to in the 2012-2013 Progress Report: 59% of all students are performing at proficiency or above in Math (Levels 3 and 4) 66% of students in general education are performing at proficiency or above in Math (Levels 3 and 4) 23% of students in general education are performing at a Level 2; 11% of students in general education are performing at a level 1.
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the constructing a viable argument as recommended in our last Quality Review
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in math as recommended in our last Quality Review
- In an effort to meet our State and Local Measures of Student Learning (MOSL) in grades 3-5.
- In response to the Math Instructional shifts which states that rigor requires fluency, application and deep understanding.

### **Instructional Strategies/Activities**

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Professional Development: PD will be continue to be given on the following topics; Go Math planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Exemplars, curriculum mapping and development of Math tasks to meet the citywide expectations in Pre-K through 5. We have on staff math staff developer that plans with the teachers across grades K-5 We also have an upper and lower grade teacher attending Instructional Leads meetings and Math workshops through Network affiliate.
2. Additional support services: Afterschool programs, At Risk SETSS, and AIS have been and will continue to be offered to students that require additional support. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Level 1 and Level 2 students are strongly encouraged to attend the Math after school Program twice a week.
3. Data Driven Instruction: A thorough comprehensive analysis of all state, unit and benchmark assessments including Beginning of year (BOY) and End of Year (EOY) as well as conference notes, observations and classroom activities designed to improve instructional outcomes.
4. Universal Design for Learning: We use the UDL framework to supply flexible approaches that can be customized and adjusted to meet individual needs. The UDL principles help all students successfully engage in common core aligned tasks.

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

- 1. Responsible Staff Members: Assistant Principal, Staff Developers (internal and external), Data Specialist, Instructional Lead Teachers, Grade Leaders and Classroom Teachers
- 2. Responsible Staff Members: Assistant Principal, Teachers, RTI Instructional Specialist, Data Specialist, Pupil Personnel Team.
- 3. Responsible Staff Members: Staff Developers (internal and external) data specialist, Instructional Lead Teachers and classroom teachers.
- 4. Responsible Staff Members:, Staff Developers(internal and external), Instructional Lead Teachers, classroom teachers

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

- 1. Target Populations: All Teachers
- 2-4. Target Populations: Students in grades K-5 inclusive of ELLs and SWDs

**4. Timeline for implementation and completion including start and end dates**

1-4 Implementation Timeline: September 2013 through June 2014

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

- 1. Professional Development plan is constantly updated based on the teachers' needs assessments, observations and current teacher practices.
- 2. Response to Intervention fidelity checks will take place bi-monthly.
- 3. Common planning time for teachers to meet and to align tasks to CCLS, review data as well as to look at children's work using a common lens in scheduled 4-5 times per week.
- 4. Planned inter-visitations in and out of school to observe best practices using UDL.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- We encourage and recognize the value of parent involvement in their children's education.  
 We will continue to:
- Conduct a parent needs assessment at the beginning of the school year;
  - Provide common core workshops based on common core standards, 2013-2014 citywide instructional expectations as well as the instructional shifts;
  - Provide training on Go Math and Exemplars;
  - Provide translated letters and materials to parents in their native language;
  - Provide homework help and Math strategies to improve the school/home connection;
  - Provide parent surveys after each parent workshop to determine effectiveness;
  - Conduct parent workshops with topics that may include: understanding educational accountability grade-level Math Common Core Standards and assessment expectations;
  - Access community and support services as well as technology training to build parents' capacity to help their children at home;
  - Maintain a Parent Coordinator to serve as a liaison between the school and families;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 10% increase in proficiency in ELA as measured by the 2014 NYS ELA assessment.

**Comprehensive Needs Assessment**

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

- As a response to Quality review Statement 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet students’ learning needs as evidenced by meaningful student work products. School leaders and teachers will make intentional decisions to support and augment classroom instruction to close the achievement gap.
- In an effort to elevate classroom practice to provide students with instruction that promotes high levels of engagement and the building of high order thinking skills as recommended in our last Quality Review.
- To develop comprehensive curricula to ensure that instruction is consistently rigorous and emphasizes Common Core standards in English language Arts as recommended in our last Quality Review.
- In response to our 2012- 2013 Progress report, we will make every effort to close the achievement gap. The data reveals: the median adjusted growth percentile for schools lowest 1/3 in ELA is 30.6% as compared to our peer schools; the percentage at Level 3 and 4 in self- contained classes is 0%; Integrated co-Teaching is 4.8% and SETSS is 14.3 %.
- In an effort to meet our State and Local Measures of Student Learning (MOSL) in grades 3-5.
- In response to the ELA instructional shifts that reading and writing is grounded in evidence from texts

**Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
  1. **Professional Development:** PD will be continue to be given on the following topics; Teacher effectiveness, ReadyGen planning and implementation, UDL, RTI, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping, close reading and development and implementation of ELA tasks embedded into the literacy curriculum. We have an AUSSIE that comes in to plan with and coach teachers across grades K-5 for a total of 20 days. In addition we have two Instructional Lead teachers that attend meetings given by our network and turnkey pertinent information.
  2. **Additional support services:** We have a RTI plan that consist of 3 TIERS which includes researched based strategies, targeted and intensive interventions and progress monitoring. Response to intervention TIER II targeted interventions will take place in the classroom in small groups. RTI TIER III will take place outside the classroom with an instructional specialist. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. In addition there is a mandated extended day program three mornings a week. Moreover, Level 1 and Level 2 students are strongly encouraged to attend the ELA after school Program twice a week.

3. Data Driven Instruction: A thorough comprehensive analysis of all state, unit and benchmark assessments including Beginning of year (BOY) and End of Year (EOY) as well as conference notes, observations and classroom activities designed to improve instructional outcomes.

4. Universal Design for Learning: We use the UDL framework to supply flexible approaches that can be customized and adjusted to meet individual needs. The UDL principles help all students successfully engage in common core aligned tasks.

• **Key personnel and other resources used to implement each strategy/activity**

1. Responsible Staff Members: Assistant Principal, Staff Developers (internal and external), Data Specialist, AUSSIE, Instructional Lead Teachers, Grade Leaders and Classroom Teachers

2. Responsible Staff Members: Assistant Principal, Teachers, RTI Instructional Specialist, Data Specialist, Pupil Personnel Team.

3. Responsible Staff Members: Staff Developers (internal and external) data specialist, Instructional Lead Teachers and classroom teachers.

4. Responsible Staff Members: Staff Developers(internal and external), Instructional Lead Teachers, classroom teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Target Populations: All Teachers

2-4. Target Populations: Students in grades K-5 inclusive of ELLs and SWDs

• **Timeline for implementation and completion including start and end dates**

1-4 Implementation Timeline: September 2013 through June 2014

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

1. Professional Development plan is constantly updated based on the teachers' needs assessments, observations and current teacher practices.

2. Response to Intervention fidelity checks will take place bi-monthly.

3. Common planning time for teachers to meet and to align tasks to CCLS, review data as well as to look at children's work using a common lens is scheduled 4-5 times per week.

4. Planned inter-visitations in and out of school to observe best practices using UDL.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We encourage and recognize the value of parent involvement in their children's education.

We will continue to:

- Conduct a parent needs assessment at the beginning of the school year;
- Provide common core workshops based on common core standards, 2013-2014 citywide instructional expectations as well as the instructional shifts;
- Provide training on our new Literacy Program: ReadyGen;
- Provide translated letters and materials to parents in their native language;
- Provide homework help and ELA strategies to improve the school/home connection;
- Provide parent surveys after each parent workshop to determine effectiveness;
- Maintain a Parent Coordinator to serve as a liaison between the school and families;
- Schedule one to one meetings with parents of students in the bottom 1/3.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>4. Timeline for implementation and completion including start and end dates</b>
3.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
6.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

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### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Extended Day inclusive of students in grades 4 and 5 that were not recommended for summer school.</li> <li>2. RTI</li> <li>3. Grade 3-5 After school Program</li> <li>4. Recommended Extended Day Grades 1-3</li> <li>5. Foundations</li> </ol>	<ol style="list-style-type: none"> <li>1.Small Groups</li> <li>2.Small Groups or 1:1</li> <li>3. Test Prep Remediation/Enrichment</li> <li>4. small group</li> <li>5. small groups or one to one as a Tier III intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. 37 ½ minutes</li> <li>2. During the day</li> <li>3. Twice a week from 3:00 to 4:30 pm</li> <li>4.37 ½ minutes</li> <li>5.During school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Extended Day inclusive of students in grades 4 and 5 that were not recommended for summer school</li> <li>2. AIS</li> <li>3. 4<sup>th</sup> and 5<sup>th</sup> grade after school Math Program</li> <li>4. Go Math re-teach lessons</li> <li>5. Math Exemplar graphic organizers</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small groups, one to one</li> <li>3. Small groups; test prep</li> <li>4. Small group</li> <li>5. Small group</li> </ol>	<ol style="list-style-type: none"> <li>6. 37 1/2 minutes</li> <li>7. During school day</li> <li>8. Twice a week from 3:00 to 4:30 pm</li> <li>9. During school day</li> <li>10. During school day</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Pictorial dictionaries</li> <li>2. Science resources are provided for at risk students as online activities as well as in print</li> <li>3. Highlighted tape is used to note key points in texts</li> <li>4. Student content vocabulary word lists</li> </ol>	<ol style="list-style-type: none"> <li>1. Small groups</li> <li>2. Small groups</li> <li>3. As needed; tutoring</li> <li>4. One to one, small groups</li> </ol>	<p style="text-align: center;">1-4 During the school day During school day</p>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Pictorial dictionaries</li> <li>2. Science resources are provided for at risk students as online activities as well as in print</li> <li>3. Highlighted tape is used to note key points in texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Small groups</li> <li>2. Small groups</li> <li>3. As needed; tutoring</li> <li>4. One to one, small groups</li> </ol>	<p style="text-align: center;">1-4 During school day</p>

	4. Student content vocabulary word lists		
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	<p>Pull out Services provided for at-risk students as needed during the school day.</p> <ul style="list-style-type: none"> <li>- Conversations and discussions</li> <li>- crisis intervention and follow-up</li> <li>- trust building activities and games</li> <li>- social skills training</li> <li>- character building</li> <li>- coping strategies</li> <li>- anger management skills</li> <li>- self-esteem strategies</li> </ul>	<p>1. Small Group, 1:1</p>	<p>1. During School day</p>

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

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

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

**Title I Status**

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

**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.

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**We are currently not a Title I school.**

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

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 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;
- arranging additional meetings at other flexible times, e.g., morning or evening
- 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 Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA);

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>215</b>
School Name <b>Morris H. Weiss</b>		

### 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 <b>Antonella Bove</b>	Assistant Principal <b>Ellen Resnick</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Janine Gossett</b>	Guidance Counselor <b>Stacy Levine</b>
Teacher/Subject Area <b>Patricia Vitale /IEP Teacher</b>	Parent <b>Joanne Gatti</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rosa Sallustio</b>
Related Service Provider <b>Estela Hernandez</b>	Other <b>Stephanie Macca</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>860</b>	Total number of ELLs	<b>105</b>	ELLs as share of total student population (%)	<b>12.21%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	25	24	0	0	0	0								49
Pull-out	25	0	16	7	3	5								56
<b>Total</b>	<b>50</b>	<b>24</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>105</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	92	0	5	13	0	5	0	0	0	105
Total	92	0	5	13	0	5	0	0	0	105

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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	7	6	1	2	0								31
Chinese	17	2	0	0	0	0								19
Russian	10	10	2	3	0	4								29
Bengali	0	0	0	0	0	0								0
Urdu	1	0	0	0	0	1								2
Arabic	2	0	1	0	0	0								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	0	0	0	0								1
Other	4	5	7	3	1	0								20
<b>TOTAL</b>	50	24	16	7	3	5	0	0	0	0	0	0	0	105

## 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)	34	6	3	3	0	3								49

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)	14	10	10	3	0	1								38
Advanced (A)	2	8	3	1	3	1								18
Total	50	24	16	7	3	5	0	0	0	0	0	0	0	105

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	5	0	1	0	6
4	2	1	0	0	3
5	6	0	0	0	6
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	1	0	2	0	1	0	6
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)									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.

We use Fountas and Pinnel to assess the literacy skills of our students, including ELLs. This assessment is done 3 times a year for kindergarten, and four times a year (September, November, March, and May) for all other grades. The purpose of this assessment is to provide is to determine each student's current reading level. The assessments continues periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students during guided reading and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information onto a written piece. We are able to assess students for reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, and guided writing groups. Moreover, the Fountas and Pinnell assessments are used as a primary resource for universal screening; students who are below benchmark are provided with Tier II interventions and if necessary Tier III interventions. the data is as follows: October, 2013: 17% of ELLs in Grades 1-5 are at and above proficiency according to our Fountas and Pinnell baseline assessment; They will be reassessed in January and a final assessment will take place in April.

Last year 32% of ELLs in grades K-5 were at or above proficiency in the spring of 2013, compared to 19% in October 2012. Based on this data, we have scheduled more push in services rather than continue to use a pull out model. ESL teachers will plan alongside the general education teacher, design assessments and use data to make decisions that are designed to improve instructional outcomes.

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

Results of the NYSESLAT/LAB-R Assessments are posted on ARIS. We see the largest group of ELLs in Kindergarten at the beginning

level of proficiency. As in former years, the number of ELL students has decreased significantly by the 5th grade, (in the current school year: 50 ELL students in kindergarten and 5 ELL students in 5th grade) with the largest number of students in the advanced level of proficiency. It is evident from the NYSESLAT Modality Analysis that our ELLs perform significantly better in the modalities of Listening/Speaking than Reading/Writing. Therefore, during instruction, we stress the skills necessary to increase reading and writing proficiency, using differentiated small group as well as 1:1 instruction.

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](#))

Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on Common Core State Standards. The ESL program has been improved to include stonger literacy based instruction which inlcudes more guided reading, writing responses, and writing prompts. The ESL program implements instruction in all content areas to assure that the ELL students understand and attain the necessary information and vocabulary for all subjects. Articulation and collaboration between ELL and classroom teachers will be ongoing as a means of further differentiating instruction.

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?

Student results across proficiencies and grades reveals that the ELLs are stonger in Mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from

the

Interim Assessments as well as benchmark assessments are used by the classroom and ESL teachers to create lessons that focus on

the

students needs. ELLs new to PS 215 (one year or less) are allowed to take some New York State Exams (Math, and Science) in their Native Language. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 215.

The results of the ELL Periodic and benchmark assessments are shared with School Leadership and classroom teachers. Teachers use the results of assessments to provide 1:1 and small group differentiated instruction to support instruction provided by ELL teachers.

From these assessments, we are learning the strengths and weaknesses of the ELL students in each grade and across grades.

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.](#))

We collect data from a wide variety of sources e.g., NYSESLAT, formative and summative assessments, conferencing etc.... With appropriate analysis and interpretation of data, P.S. 215's educators can make informed decisions that positively affect student outcomes. Professional development helps teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Moreover, it also has included training on Response to Intervention Framework to help school staff identify areas for improvement and modify practices. Students (including ELLs) are selected for TIER II or TIER III interventions if they require targeted or intensive interventions in order to meet common core standards or benchmark levels.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Educators consider a variety of different factors regarding an individual's second language development, including but not limited to the following:

How much previous education does this student have in the U.S. and/or the home country?

What are his or her language and literacy proficiency levels in English and in the first language?

How much support is there at home for first language literacy and/or English development?

What kind of extra support can the state, district, and school provide to meet ELLs' language and academic needs?

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.).

We evaluate the success of our program based on achievement based on the percent and number of students (1) making progress in English language proficiency, (2) attaining English language proficiency and (3) NYS ELA exam.

## 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.](#)) During the registration process parents are greeted by the Pupil Accounting Secretary, and the Parent Coordinator. We have personnel available to communicate with parents in Spanish and Russian. When a parent is not from a Spanish or Russian speaking country, we make every effort to provide an interpreter. Parents are provided with all documentation pertaining to registration, including a HomeLanguage Survey (HLS). The ESL teachers helps parents complete the home language survey. In addition, ESL teacher meets with the parents to make an initial determination of the child's English speaking abilities. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter. The ESL teacher ( J.Gossett, E. Titus or B Kopelowitz) assists in this process and then completes the identification box on the reverse side of the HLS. The pupil personnel secretary then indicates the home language on ATS. The Language Assessment Battery Revised (LAB-R) is administered to all newly admits within 10 days of enrollment, whose home language indicates that they speak a language other than English.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services. Students who speak Spanish at home and score below proficiency levels on the LAB-R are administered a Spanish LAB-R to

determine language dominance. Once these students are identified an entitlement letter is sent home informing parents that their child is mandated to receive ESL services. Students who do not require ESL services due to achieving a passing grade on the LAB-R receive a non-entitlement letter.

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.

Within 10 days of school a parent orientation meeting is held; present are our highly qualified, certified ESL teachers, Janine Gossett and Edgar Titus, the parent coordinator as well as staff members that are fluent in Spanish, Chinese, Russian and Hebrew. A sign in sheet is provided to all parents who attend the orientation. A formal presentation is made to the group in English by the ESL teachers (Janine Gossett and Edgar Titus. the information is subsequently translated into the parents' native languages by other pedagogues and the school ancillary staff. The following individuals serve as translators: Edgar Titus (Spanish, French, Haitian Creole); Estela Hernandez (Spanish); Ella Noble (Russian, Hebrew) and Abed Hasweh (Arabic).

During these meetings parents are afforded the opportunity to view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents have an opportunity to ask questions about the programs available (Transitional Bilingual Education, Dual Language and Free Standing ESL) and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave. If parents do not complete the survey, their choice will be recorded as a Transitional Bilingual Program. Parents that register throughout the school year meet with the ELL Teacher who assists with the HLS form and explains the different programs. The parent is also offered the option to see the video and visit classrooms. This procedure is completed for all new admits within 10 days of admission date.

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

In general the basic structure that is in place at P.S.215 to ensure that parents understand all three ESL program choices is that once the Lab R is hand scored, students scoring below proficiency are given an entitlement letter (and a copy parent survey and selection form) notifying the parents of a the mandated parent orientation. The letter contains a tear-off slip; these slips are returned to school and attached to a copy of each student's initial entitlement letter. These letters are collected by the ESL teacher and are stored in a secure file cabinet located in the main office. Phone calls are made to the parents who fail to return the tear-off slip in a timely matter. Additional one to one conferences with an ESL provider as well as phone conferences are offered to the parents that were unable to attend the parent orientation. Translators are available to assist the ESL teachers. Based on the NYSESLAT results, continued entitlement letters are generated and sent home to the parents informing them that their child will continue to be provided with ESL services. Moreover, non-entitlement letters are also generated and sent home informing parents that based on the LAB-R or NYSESLAT results their child no longer requires ESL services. All agendas, copies of entitlement/non-entitlement letters, surveys and selection forms are maintained in a secure file cabinet in the main office.

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.

After reviewing the parents' responses on the Parent Survey and Program Selection Forms, we place students in the program aligned with the parents' choice and availability. A placement letter is sent home indicating the ESL program that their child will receive. These documents are sent home in the student's native language. A copy of these placement letters are kept on file in a secure file cabinet located in the main office. Each spring, all ELLs are administered the NYSESLAT. Based on these results, each September, parents are notified of their child's ESL proficiency. Notices are sent home, in the native language, informing parents that their child will either continue to receive services or that they have reached English proficiency and will no longer receive ESL/bilingual services.

The ELPC report which is the ATS Parental choice report is updated periodically (within 20 days of newly enrolled students) The report indicated the names of the students' whose information has to be manually entered. The ESL teacher and the pupil accounting secretary work together to input data as needed.

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.

The RLER is the ATS Report which is the student eligible for NYSESLAT. It lists the years of service and the home language. The RLAT is a exam history report which determines the level of proficiency based on the previous year's NYSESLAT results. The pedagogues who administer the NYSESLAT are J. Gossett, E. Titus and B. Kopelowitz.

Steps taken to administer all sections of the NYSESLAT are:

- Ordering of tests; confirming delivery of ordered materials
  - Schedule of tests administration; room assignments; taken into account time allotments
  - Ensuring that biographical data is correct on all answer sheets
  - Test distribution and administration for 3 out of the 4 components: Reading, writing and listening
  - Scheduling the speaking component of the NYSESLAT which will take place one on one with a trained pedagogue
  - Collection of all test materials, cross reference of materials collected with ATS reports, secure tests and testing material
  - Provisions made to administer tests to absentees.
  - Packaging of all tests and grids with the testing coordinator .
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. [\*i\*](#)
- The results of the parent survey yield the following:
- in 2012: 8 parents selected TBE, 0 selected Dual Language and 41 parents selected Freestanding ESL.
- in 2013: 9 parents selected TBE, 0 selected Dual Language and 51 parents selected Freestanding ESL.
- After reviewing the Parent Survey and Program Selection forms, we have noticed that the preference of the parents at P.S. 215 is the Free Standing English as a Second Language program. As a result, grades 1-5 participate in a pull-out or push-in ESL program. Kindergarten will be serviced through a self-contained ESL class; however, our ESL students in the gifted and talented kindergarten class are serviced through our pull-out/push-in model. In each grade the ELL program uses a comprehensive core curriculum set forth by Mayor Bloomberg and Chancellor Walcott. This curriculum is aligned to the Common Core State Standards. It is used to meet the instructional needs of all students and help students to reach and exceed state standards in English proficiency.

## 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])?

At P.S. 215 all students receive the same standards based curriculum. We currently use a reading workshop model with the main resource being ReadyGen; other resources in curriculum are Go Math, New York City editions of Harcourt Science and the New York State Social Studies curriculum.

We firmly believe that we are responsible to show progress for each ELL in our school and continue upward trends for all our students. Therefore, we provide intensive instructional and remedial support for any ELL who requires services with our Academic

Intervention Specialist. The first phase of our intervention process is provided by the classroom teacher for all ELLs. These interventions focus on listening, speaking, reading, and writing. Teachers use ongoing assessments and other data to differentiate instruction such as using leveled text for guided reading.

A self contained class is available for kindergarten students. Students in this class participate in ESL instruction through content and

grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas. Students in Kindergarten who are not in the self contained class and all other grades are serviced through a push-in or pull-out model, students

in grade 1 are serviced heterogenously using a push in model, students in grade 2 are serviced heterogenously through a push in model and grades 3-5 are serviced heterogenously through a pull out model. A schedule is created to ensure all students receive the mandated amount of time.

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)?

Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent choice and instructional periods needed.

The schedules for the ESL teachers that are pushing-in to general education classrooms are completed by the supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance to the services the child requires.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, school administrators devised a schedule that prioritizes, above all else compliance with and adherence to the mandated time allotments for servicing the three designated English Language proficiency levels that characterize our ELL Population. 360 minutes per week are allocated for beginners and intermediate ELLs and 180 minutes per week are allocated for advance ELLs. Programming takes into account standard teacher/student ratio of no more than 15 students are scheduled for ESL services at one time. Moreover, push in/ pull out services do not conflict with mandated 450 minutes per week of English Language Arts (ELA).

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.

With our content-area instruction we try to encourage our students to develop thinking skills in all subject areas while at the same time acquiring the English Language. With regard to content area instruction, our ESL teachers use a variety of instructional approaches to foster language development and meet the demands of the Common Core Learning Standards, such as The Total Physical Response (TPR); The Whole Language Approach; The Natural Approach and the Language Experience Approach. Teachers use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual / graphic organizers should be used before presenting a reading passage. The provision of additional contextual

information in the form of a visual makes the comprehension task easier. In addition, the teachers use cooperative learning strategies i.e. Peer Buddy/Small Group Activities/Pairs and Threes as well as other interactive strategies, such as KWL Charts, Role Play, and Games. We are also using various ways of modifying classwork based on level of English Proficiency as well as exploring multicultural resources, such as organizations and clubs.

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

At the beginning of each school year we analyze our ELL population using LAB – R, NYSESLAT results, Home Language Survey,

School History and parent interviews. We order NYS exams in native languages, such as math, science and social studies. If necessary math texts are ordered in Spanish; we have several Spanish speaking staff members who can assist students.

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

The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. Through guided instruction, strategy lessons, interactive experiences, and individualize instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained class, instruction is differentiated and supported by ESL methods in accordance with City and State performance Standards. The ESL program at PS 215 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELL's to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways:

- Making connections to texts
- Learning experiences
- Prior knowledge
- Use of language in discussions, group work, and in presentations
- Understand the multiple meanings of words
- Collect, analyze and organize information
- Perform multi-step tasks

Teachers of ELL students are provided with NYSESLAT total scores in the four modalities. The following instructional practices are

consistent throughout the school in order to support all ELL students in the area of Listening, Speaking, Reading and Writing as follows:

- Reading – During Reader's Workshop students participate in a variety of reading activities that scaffold from teacher modeling to more independent practice. These activities include read aloud, shared reading, guided reading and individual reading conferences. Comprehension strategies taught include monitoring for reading, questioning, determining importance, making inferences, drawing conclusions, creating mental images and synthesizing information. The following formative assessments are used: Graphic Organizers, Exit Slips, Learning/Response Logs, Questioning.
- Speaking – Oral language development is a focus throughout the day, in all subject areas. Students practice accountable talk by listening and sharing their thoughts and opinions through peer to peer and student to teacher models. Student talk is related to what they are learning and allows them to practice both social and academic language. Evidence of language development is measured through comprehensible output observed during activities such as turn and talk, storytelling, role playing and puppetry. the following formative assessments are used Think Pair Share, As I see it, Interviews, Oral Questions and discussions.
- Listening – Listening skills are developed through daily read alouds, shared readings, class discussions, accountable talk and activities using listening centers. The following formative assessments are used: Individual white response boards, Debate circles, Exit slips and Kinesthetic Assessments.
- Writing – Writing skills and strategies are targeted during the Writer's Workshop mini-lesson and during individual student conferencing. During mini-lessons students are exposed to mentor text providing models of writer's craft and structural elements of

writing. During each unit of study students work through the writing process and publish a final piece of writing that aligns with the

standards. The following formative assessments are used: Exit/Admit slips, Learning/Response Log, Graphic Organizers, and Constructive Quizzes.

Informal formative assessments are done 3 to 4 times a week and formal formative assessments are weekly, bi-weekly and/or monthly.

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).

Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment

that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The curriculum and standards are adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

Students in U.S. schools for less than three years are considered Newcomers. The mandated instructional time is provided for during the school day. The ESL teacher works closely with the classroom teacher to make sure that the student's needs are met. Newcomer books and tapes, as well as other instructional materials are available in the ESL teacher's room and can be borrowed for classroom use.

The ELLs that have been receiving service for 4-6 years also get intense remediation in their classrooms by the ESL teachers.

They provide ESL strategies to the classroom teacher and service support providers. ELLs with special needs have been placed in ICT classes or if necessary self-contained classes. Long-term ELLs may appear fluent although they have not demonstrated English Proficiency as per the NYSESLAT Exam. These students need language support to make gains in language and content area. They are identified and receive interventions which target their areas of need. These interventions include AIS/RTI services

in Reading and Math, and Extended Day services. Teachers use scaffolding and continue to use linguistic cues to support language. Students at this level are given the opportunity for more language input. Teachers differentiate their instruction by using lessons that scaffold academic language.

Former ELLs receive testing accommodations, such as time and half and separate location. Moreover, former ELLs are further supported through an ongoing collaboration between ESL providers and classroom teachers which includes common planning

time, cultural responsiveness and continued implementation of ESL strategies and approaches.

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?

Instructional Components

- Language Development activities that address the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions are frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standard-based and includes the necessary modifications and/or accommodations for ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of the balanced literacy. Learners are supported through scaffolded instruction which ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment

The appearance of the environment in which ELLs receive their instruction is just as important as the lessons taught there. A positive,

organized and risk-free environment denotes respect for the learners. It is a classroom that motivates the learner and enriches their

knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should promote language and become comprehensible to the students whose native language is other than English. These include:

- A meeting area to promote whole class instruction.
- Children’s work folders, located in a specific, neatly organized, visible area.
- Leveled classroom libraries with culturally relevant stories available for their use.
- Print rich environment provided by charts, student work and content area word walls.
- Furniture arranged to allow easy access and visibility by the teacher in clusters for group discussions and cooperative learning.
- Print-rich environment
- A flow of the day denoting the activities of the day
- Charts specific to unit of study in literacy and other content areas
- Word walls with high frequency words aided by visuals as may be needed for ELLs at the beginning and intermediate levels

In addition to the above Students with disabilities (SWD) who are also ELLs are provided with:

Vocabulary picture cards; bilingual picture dictionaries, bilingual glossaries; other modifications include limited number of choices, less complex assignments and assessments; single concept instruction, repetition, modified speech/ word enunciation, additional scaffolding and modeling and or guided practice.

Currently, we do not have any students with disabilities that require a bilingual placement; however, if a child enrolls at our school that requires a bilingual placement an alternate placement para will be provided for that student.

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?

ELLs identified as Special Education Students with special needs are in general education classroom, Integrated Co-teaching classrooms as well as self-contained classroom. Our school recognizes the importance of flexible programming and uses the full continuum of special education services to meet students needs in the least restrictive environment possible. SWDs that are in an integrated co-teaching classroom are scheduled to receive push in or pull out services. Careful attention is given to ensure that ELL services do not conflict with their required special education mandated services. During the first two days (Students Non-Attendance ) of school all service providers including ESL teachers are asked to complete a master schedule for each student which are located in the IEP Coordinator's office. Because ESL sessions are longer than any other service delivered in our school, ESL providers are asked to schedule their sessions prior to any related service provider i.e. speech, OT counseling etc.... Once all the services for each SWD/ELLs are scheduled, each student's scheduled is carefully reviewed to ensure that there are no overlapping of services. All of our SWDs/ELLs are educated alongside their general education peers for the following subject areas including but not limited to, gym, art, music and technology. The needs of these students are accommodated by including smaller group size, the presence of a paraprofessional during ESL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. ESL teachers are provided with copies of students' Individual Education Plans and work closely with the classroom teachers and/ or service providers to ensure that instruction is delivered appropriately, expectations are high and goals are achieved in a timely manner.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	N/A		

### Courses Taught in Languages Other than English

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

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

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

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

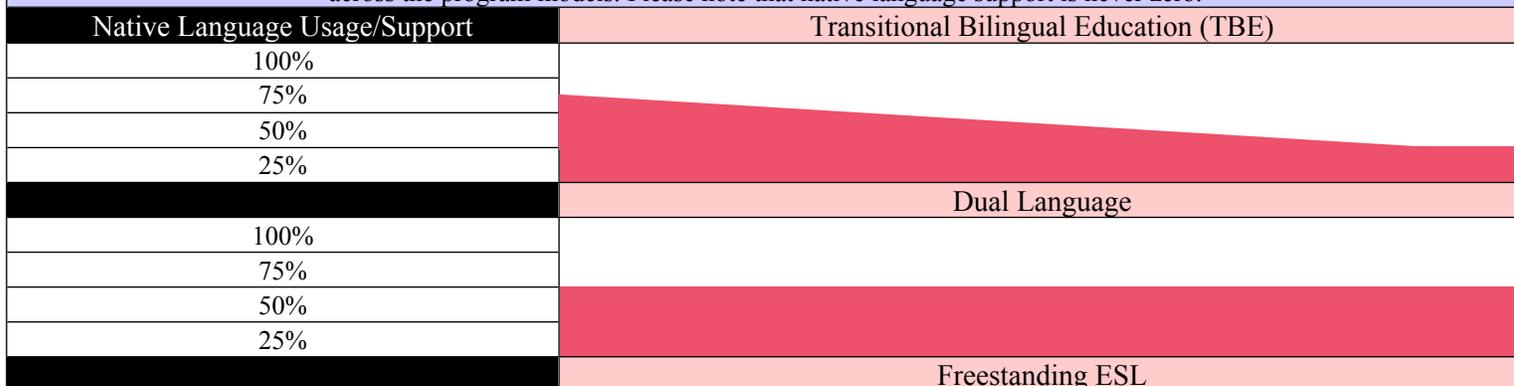
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Targeted interventions are services that are provided in the classroom for our ELLs, during the regular school day by the student's classroom teacher. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Students are assessed on a biweekly/weekly basis using specific probes. Teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.).

Struggling students, including ELLs, and those identified at risk for not meeting grade standards receive intensive intervention services (TIER III). Once these students are identified the ESL Teacher and the RTI Intervention Specialist design a program that will meet the individual needs of these struggling students in the classroom. These students may also receive Academic Intervention Services if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction.

The following is a list of targeted interventions:

ELA

1. Extended Day inclusive of students in grades 4 and 5 that were not recommended for summer school.

2. RTI

3. Grade 3-5 After school Program

4. Recommended Extended Day Grades 1-3

5. Foundations

Mathematics

1. Extended Day inclusive of students in grades 4 and 5 that were not recommended for summer school

2. AIS

3. 4th and 5th grade after school Math Program

4. Go Math re-teach lessons

5. Math Exemplar graphic organizers

Science and Social Studies

1. Pictorial dictionaries

2. Science resources are provided for at risk students as online activities as well as in print

3. Highlighted tape is used to note key points in texts

4. Student content vocabulary word lists

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

The ESL program in our school presents challenging and well-developed language strategies both in content-area and in ESL. We are preparing our children to solve problems, think critically and communicate in the language in which they are being taught. A three year analysis of our ELL program based on the NYS ELA Exam shows the following results: 2011: Level 1- 41%, Level 2- 45%, Level 3- 14%, Level 4- 0%; 2012: Level 1- 75%, Level 2- 25% Level 3- 0%, Level 4- 0%; 2013: Level 1-87%, Level 2-7%, Level 3- 6%, Level 4- 0%.

A three year analysis of our ELL program based on the NYS Math Exam shows the following results: 2011: Level 1- 7%, Level 2- 38%, Level 3- 48%, Level 4-2%; 2012: Level 1-0%, Level 2- 50%, Level 3- 43%, Level 4-7%; 2013: Level 1-56%, Level 2- 28%, Level 3- 11%, Level 4- 6%.

A three year analysis of our ELL program based on the NYS 4<sup>th</sup> Grade Science Exam shows the following results: 2011: Level 1- 0%, Level 2- 25%, Level 3- 75%, Level 4-0%; 2012: Level 1-29%, Level 2- 43%, Level 3- 14%, Level 4-14%; 2013: Level 1- 33%, Level 2- 17%, Level 3- 33%, Level 4- 17%.

We are currently undergoing a thorough comprehensive analysis of our ESL program in order to address the above results.

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

Last year we began a Saturday Program that included parents of ELLs accompanying their children. Activities include small group instruction to address needs, language development activities as well as arts and crafts. Moreover, last year we offered an ESL

after school program 2 days a week. Students were afforded the opportunity to engage in activities that address their specific language needs in order to meet the demands of the common core standards. We have not yet decided whether or not to continue this program this year.

In addition, we are currently using a new DOE approved literacy program entitled ReadyGen. More specifically we are currently looking into ESL resources and materials that have been proven effective based on NYDOE data.

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

At P. S. 215 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or services for our ELLs. However, it is expected that we will demonstrate an increase in proficiency of our present ELL population.

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

All ELLs are afforded equal access to all our school programs. All after school clubs, music, art, shows, plays, and extended day instruction are open to the entire academic community. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. There is a Title III program that consists entirely of ELLs. The Title III Saturday program serves 30 students.

We offer an ELA and Math test prep program for a total of 4 days a week for 1 1/2 hours a day for grades 4 and 5.

We also offer an ELA and Math test prep program on Fridays for 2 hours and 10 minutes a week. 69% of ELLs participate in the test prep after school program in grades 3-5. Moreover, 53% of ELLs participate in a grade 2 art after school program.

Last year, newcomer, beginner, and struggling ELLs were invited to participate in the after school program where they receive scaffolded instruction in the content areas as well as literacy and math. The program met 2 times per week for 1 and 1/2 hour sessions, running from 3:00-4:30. The program's duration ran from October through March. The ELL After School program utilizes a hands on approach to language learning. Literature that reflects a specific purpose (math, science, social studies, art, literature, or health), is read aloud to the students. The read-aloud approach is used to improve the listening skills necessary for English language acquisition. Students in the program are then asked to discuss the story using the vocabulary acquired through the text. The discussion part of the program is used to reinforce the new vocabulary the student has been exposed to via the literature, as well as to demonstrate the building of background knowledge on the subject at hand. Next the students are asked to follow verbal directions from the teacher as they aim to create a hands-on project in response to the literature, which incorporates a written piece based on the literature. Once the students' project is finished, they are asked to share their writing and ideas with the other students. This sharing part of the program is used to help the student practice and improve in the reading skill necessary for English language proficiency as well as to improve the students' academic self-esteem. A decision to continue the after school program this year has yet to be determined.

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

At P.S. 215 we realize the advantages of using technology in the classroom, especially for our ELL students. All of our classrooms are equipped with SMARTBoards. Using SMARTBoards in the classrooms engages our ELLs by using interactive multi-sensory technology. We utilize websites such as Starfall and Brainpop, we also use Multicultural literature, Author study books: Eric Carle, Leo Lionni, Nonfiction literature: Time for Kids, newspapers, scholastic news for kids, and Audio Listening Centers: read alouds, read alongs, and music.

- Starfall- website that teaches students' how to read using a phonetic approach; contains features, such as phonics games and online interactive books.
- BrainPop: Website that provides English and Spanish educational support in the form of educational movies, leveled quizzes, games and activities in all academic subjects.
- Time for Kids: a news magazine geared toward K-5 students that offer age appropriate news stories and current events.
- Scholastic News: A weekly magazine that contains both fiction and non-fiction articles and stories.
- Audio Listening Centers: Designated space within the classroom where students use audio equipment such as headphones to listen to grade appropriate material.
- Bilingual texts: Books that contain text written in English and a student's native language.

All of the above instructional materials are used with all ELLs and former ELLs to various degrees.

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

Native Language support is provided in the form of peer-interaction whenever necessary. The use of technology, recordings,

bilingual dictionaries and text also support ESL instruction.

Memoranda are sent home in parents' native language. We have use of an in house bilingual staff to provide translation services.

If necessary staff members are instructed to use the DOE translation unit.

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

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. We currently have three ESL providers on staff; Beth Kopelowitz has a self-contained kindergarten ESL class; Janine Gossett services grades K, 1 and 2; Edgar Titus services grades 3, 4 and 5. Instruction is provided in groups of no more than 15 students. Each group consists of no more than two consecutive grade levels.

Materials are age appropriate, and are used to build capacity and comprehension. We use designated grade materials, such as NYSESLAT Prep books, guided reading books and vocabulary cards.

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.

Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students' native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides

information to the the parents of ELLs. P.S. 215 does not offer any activities to assist newly enrolled ELL students before the beginning of the school. However we plan to provide parent workshops for newly enrolled ELLs prior to the beginning of school. We are also planning a "meet and greet" for the students and their parents. We are scheduling these activities in the last week of June and/or late August.

18. What language electives are offered to ELLs?

Elementary schools do not offer language electives.

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)?

Currently, P.S. 215 does not have dual languages programs.

## 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.

Professional development (PD) is offered to all teachers and Paras at PS 215. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management, increasing ELL class participation, observation of the ESL teacher whenever possible. The Network Support Specialists will also offer

PDs for classroom teachers during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in ELL training.

Professional Development for all ELL personnel at the school will be as follows:

ESL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, and instructional team meetings. ESL teachers prepare presentations, suggest methods and strategies for working with ELLs, and support school staff. The ELL professional development received at these instructional team meetings will

be turn keyed to remaining classroom teachers and paraprofessionals. These workshops include topics such as: cultural awareness, modifying Instruction to increase comprehension, building and teaching vocabulary.

ESL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ESL teachers, administrators and secretaries consult with parents, teachers and students on issues related to transitioning to middle school. The guidance counselor, social worker and psychologist support the social aspects of coming into a

new country or new school. ESL teachers and the parent coordinator also provide information to parents, teachers and other school staff about ESL programs in middle schools, exam information, the general transition period and creating support networks in their

new school. ESL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child's future. Moreover, middle school fliers are translated and middle school application information is also provided in the parents' native language;

Several professional development sessions (7.5 mandated hours for general education staff as well 10 hours for special education staff) are scheduled with the entire school staff which includes Assistant principal, Parent coordinator, Secretaries, Para-Professionals, related service providers, social worker and school psychologist, general education and special education teachers. under the direction of the ELL instructor and professional development team.

2013-2014 ELL Professional Development Calendar and Plan is as follows:

Oct 7: 2 hours and ½

- Cultural Awareness and Responsiveness
- Social and classroom interaction for ELLs
- The 4 domains (Vocabulary, comprehension, writing and oral language of English language instruction)
- ESL Instructional approaches and methodologies.

November 5: 2 hours and ½

- ESL Performance Definitions
- Language acquisition process for writing
- RTI and ELLs
- The Gifted and Talented ELLs

March 10: 2 hours and ½

- ESL instruction and the Common Core Learning Standards

- Accelerating ELL student achievement
- Setting high expectations for our ELLs
- Best Practices for Teaching ELLs

All agendas and sign in sheets as well as copies of materials and hand-outs are maintained in a Professional development Binder located in the main office.

## **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?

P.S. 215 welcomes parents of all children to be a member of our academic community. We provide translators for all our parents that have expressed a need for help on their HLS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day so that all parents can attend. This year we plan to hold the following workshops: Tips for Parent Teacher conferences; Parent Survey Assistance and Dial a Teacher. The following programs are specifically designed to foster communication amongst parents of ELLs. Every year we have a Multicultural night where parents prepare food from their native countries and are available to exchange recipes with other parents. On Saturday mornings we offer an ESL enrichment program for parents and their children; parents are apprised of ESL activities that take place during the school day as well as given an opportunity to ask questions and address concerns.

Last year we partnered with Cornell University cooperative extension of NYC which offered parents an eight session program designed to focus on Health and Nutrition. Some of the highlights included but were not limited to basic nutrition, the food pyramid, label reading, smart shopping and budgetary concerns. Parents prepared nutritious meals using simple but satisfying recipes. All parents that participated in the program received a certificate from the University. Staff member were available to translate pertinent information to parents. Parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents were provided with a School Survey by the Department of Education to insure that their particular needs are being addressed.

Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events. The parent coordinator serves as liaison between the parents and the school. At the beginning of each school year, the parent coordinator sends out a welcome letter to all parents where she introduces herself, defines her role and lists the various ways that she can be contacted. The parent coordinator requests and maintains a list of parent email addresses as a channel of communication to express their needs and concerns.

Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit. The ESL Saturday Morning Program provided an opportunity for parents to meet the pedagogues and experience the quality instruction that is being offered to their children. The multi-cultural banquet afforded parents the opportunity to meet and build community and raise awareness of the richness of diversity that exists in our school.

## **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.

It is determined that the ELL program here at PS 215 is moderately successful in that most of our students attain proficiency and test out of the ELL program by 3rd grade. The number of students in our ELL program at the upper grade range is significantly lower than the students in the lower grades. Additionally, our number of ELL students at the beginning proficiency level decreases dramatically after one year of ELL instruction. Those students progress rapidly to the intermediate or advanced level and many pass the NYSESELAT exam. Additionally, once a student becomes a former ELL, their success rate on the standardized state exams is reflective of the success of this program and good teaching strategies within our classrooms. The ELL program is ongoing because as students attain success and move on in their educational careers, they are replaced by newly admitted ELL students.

Although most students show growth within the ESL program (move from beginner to intermediate or intermediate to advance), many of these students fail to attain a proficiency level in ELA. We are currently exploring different strategies, methodologies and approaches that will improve instructional outcomes for our ELL population.

## Part VI: LAP Assurances

**School Name: Morris H Weiss.**

**School DBN: 21K215**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antonella Bove	Principal		10/16/13
Ellen Resnick	Assistant Principal		10/16/13
Rosa Sallustio	Parent Coordinator		10/16/13
Janine Gossett	ESL Teacher		10/16/13
Joanne Gatti	Parent		10/16/13
Patricia Vitale	Teacher/Subject Area		10/16/13
Edgar Titus	Teacher/Subject Area		10/16/13
	Coach		1/1/01
	Coach		1/1/01
Stacy Levine	Guidance Counselor		10/16/13
	Network Leader		1/1/01
Estela Hernandez	Other <u>Social Worker</u>		10/16/13
Stephanie Macca	Other <u>Guidance Counselor</u>		10/16/13
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 21K215 School Name: Morris H. Weiss

Cluster: 04 Network: 409

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

### **Part A: Needs Assessment Findings**

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

A language breakdown analysis using ATS was made to ascertain the ethnicity and language needs based on Home Language Survey forms for the total school population. The Home Language Aggregation Report identifies the predominant languages spoken in our building. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school. In addition to this report, each classroom teacher sends an informal survey to the parents to indicate with which language they prefer to communicate. Many of our parents do not speak the language and therefore may not be able to read the survey or understand the teachers when they question them about their preferred language. We use teachers or paraprofessionals to translate in order to resolve this issue. The information is aggregated and used when information needs to be distributed.

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

Our school has found that many of our translation and interpretation needs are for communication between the teachers and the parents. Where most of the DOE forms are available in every language, teacher notes and conversation are not as easily or quickly translated or interpreted. These findings come from ats as well as surveying teachers and parents.

## Part B: Strategies and Activities

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

In order to meet the needs of written translation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be translated. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community. The following interpretation notice signs are posted in several different areas of the school Welcome Parents, interpretation services available, and bathroom signs. This year we have begun sending home a text to accompany documents that written in English. The parent coordinator will have all necessary documents translated on an as needed basis. At the beginning of the school year parents are provided with a copy of the parents Bill of Rights in their native language.

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.

In order to meet the needs of oral interpretation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be interpreted.

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>.

As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. A meeting for parents is arranged and facilitated by the ESL teacher and the Parent coordinator. At this time it is the Parent Coordinator will discuss and distribute memos in various languages regarding translation and interpretation services. Money has been set aside in our budget to allow for outside contractors as needed, memos have been sent out and posting are properly displayed.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 215	DBN: 21K215
Cluster Leader: Christopher Groll	Network Leader: Neal Opromalla
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### 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: English as a Second Language After-School Program — This ELL after-school program consist of first grade students with a focuses on life skills and supporting students' study skills with techniques to use at home for acquiring language skills. This after-school program will be held twice a week and will meet for 38 sessions. Each session will be 1 1/2hours in duration, running from 3:00 to 4:30 p.m. Students in this program will be exposed to ESL instruction using a variety of methods, strategies, and techniques to facilitate learning. Classes are taught in English by an ESL licensed teacher. Emphasis will be placed on students in the Beginning and Intermediate Levels of English Proficiency as determined by the LAB-R and the results from the 2012 NYSESLAT. The program emphasis will be on improving the ability of students to acquire their knowledge of listening, speaking, reading, and writing English. Stages of growth in these areas will build upon prior knowledge and vocabulary development. This after-school program will prepare ELL students in grade 1 for the NYSESLAT

This year we will offer a Saturday Academy for English Language Learners in grades 2-5. This program will offer a content-rich, high-standards curriculum that prepares ESL students to become academically successful in content learning. Eash session will meet on Saturday from 8am - 1pm for 20 weeks. Classes will be taught in English by an ESL licensed teacher.

### Part C: Professional Development

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

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

Begin description here:

In the school year 2012– 2013, P.S.215 will hold at least three staff development workshops geared specifically toward's the teachers in the Title III program. In addition the ESL teachers will turn key to the staff in the school the professional developments. The data specialist and will target the teachers of ELL students in the Title III program as well as other staff members. Workshop topics may include: Entry points to Meet the Needs of the ELL Student, Chancellor's Regulation A 663, and Analyzing Data from the NYSESLAT, LAB-R, Acuity, Math, and ELA to Drive Instruction. These workshops will be held on November 6, week of December 17th and the week of January 14th. All teachers will have access to the

**Part C: Professional Development**

DOE Common Core library which offers different strategies and supports for our ELL students. This resource will be utilized all year at grade conferences and planning sessions. Our ELL certified teacher meets on a regular basis with our after school instructors to review different strategies as well as scaffolding methods on how to provide different entry points for ELL's to learn new information. Our ESL teachers will also participate in professional development opportunities offered by CFN 409 and OELL.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers.

ESL teachers meet with parents at the beginning of the school year to go over the curriculum and support available to parents and students. Various ARIS, ACUITY, ELA and Math seminars for parents on state standards and assessments will be held throughout the school year. We will also have workshops about Dial a Teacher and We Are New York. At these workshops, translation services are available as needed.

We are also offering a parent-student homework help program. This after-school program is open one day a week during for a period of 2 months. Parents are notified by a translated letter that goes home with their child handed out by the teacher. Parents who choose to participate are required to attend this program with their child and a staff member is available to assist them and provide strategies so that they may help their child.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> </ul>		

**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.
<ul style="list-style-type: none"> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		