



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE ALEXANDER HUMBOLDT SCHOOL PS 115

DBN (i.e. 01M001): 06M115

Principal: BORIS CONSUEGRA

Principal Email: BCONSUE@SCHOOLS.NYC.GOV

Superintendent: ELSA NUNEZ

Network Leader: BENJAMIN SOCCODATO

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
Boris Consuegra	*Principal or Designee	
Juan Paredes	*UFT Chapter Leader or Designee	
Rosanna Cabral	*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	
Rosa Urena	Member/ Teacher	
Evelyn Vargas	Member/ Teacher	
Genoveva Ashburn	Member/ Teacher	
Simona Santos	Member/ Parent	
Bellardy Ureña	Member/ Parent	
Claribel Felix	Member/ Parent	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 06M115

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	588	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	28	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.5%	% Attendance Rate		92.3%	
% Free Lunch	96.7%	% Reduced Lunch		1.2%	
% Limited English Proficient	33.3%	% Students with Disabilities		12.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		1.0%	
% Hispanic or Latino	97.7%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.65	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		6.0%	
% Teaching with Fewer Than 3 Years of Experience	20.0%	Average Teacher Absences		7.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.3%	Mathematics Performance at levels 3 & 4		11.0%	
Science Performance at levels 3 & 4 (4th Grade)	80.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and Math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, weekly calendar, grade meetings and professional learning communities				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work to create a calm and respectful environment that fosters higher levels of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets weekly to review and refine the improvement plan.				

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Strengthen teacher pedagogy to ensure consistent alignment to the school’s philosophy and beliefs about student learning to promote increased student engagement and higher order thinking skills.			
Review Type:	QR	Year:	2012
		Page Number:	5
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards. 2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. 3. Supervisory staff will meet individually with staff to review student data and develop action plans for improving individual student achievement. (Fall 2013) 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal, assistant principal, teachers 2. Principal, assistant principal, teachers 3. Principal, assistant principal, teachers 4. Principal, assistant principal, teachers
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 6. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice 7. Completion of individual professional development plan for each teacher 8. Completion the initial review of student data and the development plans for improving individual student achievement 9. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. September to February 2014 2. September to December 2013 3. September to November 2013 4. September 2013 to May 2014
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Time for professional development, per session and per diem 2. Scheduled time during the school day for individual conferences with each teacher and an administrator 3. Scheduled time during the school day for individual conferences with each teacher and an administrator

4. Scheduled time during the school day teacher observation and pre- and post-conferences

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Increase the level of rigor and coherence of the school's implementation of the curriculum in order to assure that students are adequately challenged and make progress towards meeting grade level standards.									
Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing		

Tenet 3: Curriculum Development and Support

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS									
2. Educational Consultants, coaches, and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, Math, Social studies and Science which are aligned with the CCLS									
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum									
4. Teachers will utilize a "Looking at Student Work" (LASW) protocol to gather information about student learning and inform revision of instructional units.									
5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study									
B. Key personnel and other resources used to implement each strategy/activity									
1. Data specialist, coaches, assistant principal, teachers									
2. Educational consultants, assistant principal, coaches, teachers									
3. Network instruction support staff, teacher teams									
4. Teachers, network achievement coaches and ELL specialist									

5. New teachers, principals, per diem and per session
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed data analysis for each student, observation of implementation of monthly professional development 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Minutes of weekly planning sessions detailing planning time 4. Observation of implementation of the LASW protocol during teacher team planning time 5. High attendance of new teachers at voluntary principal meetings
D. Timeline for implementation and completion including start and end dates
1. September to December 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 3 to February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for data analysis for after school meeting 2. Per session for after school and per diem for PD coverage 3. Scheduled time during the school day for common planning 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol 5. Meet and Eat meetings during teacher lunch periods/or after school for new teachers

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Across classrooms the instructional tasks that are being implemented are not sufficiently rigorous and as a result all students are not being challenges as evidenced by classroom observations and interviews with students									
Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing		

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

Instructional Strategies/Activities

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

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

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and Math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse <i>Note the QR did not address Social emotional developmental Health</i>			
Review Type:	QR	Year:	2012
Page Number:	5	HEDI Rating:	Developing

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports as evidenced by adoption and successful implementation of a school wide behavioral management system

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students 2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. 3. Effective use of school counselor, attendance teacher and parent coordinator to address absences and lateness
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Teacher, data specialist, administrative staff 2. Administrators, guidance counselor, Data Specialist, Attendance Teacher, Parent Coordinator 3. Administrators, guidance counselor
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Report of all students deemed at-risk as per attendance and lateness 2. Define intervention(s) for all students deemed at-risk as per attendance and lateness 3. Guidance Counselor evidence (log) of contact hours with identified at-risk students
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013-November 2013 (Ongoing) 2. September 2013-June 2014 3. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. ATS and other attendance reports to be generated and analyzed 2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist 3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants

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

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

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

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

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

Major Recommendation

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

Strengthen teachers' responses to all student work using uniform rubrics, to reflect coherent and targeted feedback aligned to standards in order to convey high expectations and clear next steps
Note the QR did not address Family and Community Engagement

Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Planning and implementation of a Family outreach plan
 2. New Parent Orientation/Family Night/Open House for Parents
 3. Monthly implementation of parental offerings
 4. Student recognition events
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, assistant principal, parent coordinator, selected teachers
 2. Principal, assistant principal, parent coordinator, teachers
 3. Parent coordinator
 4. Principal, assistant principal, parent coordinator, selected teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Completed Family outreach plan
 2. Attendance at Parent Orientation/Family Night/Open House for Parents
 3. Parental attendance at parent offerings
 4. Parental attendance at Student recognition events
- D. Timeline for implementation and completion including start and end dates**
 1. August-June, ongoing
 2. Fall, Spring
 3. Day time workshops, breakfasts, evening events

4. Ongoing, September 2013-June 2013

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

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Tier 1 is the core instructional program that is provided to all students by the general education teacher in a general education class. Tier 1 meets the needs of 80-90 Percent of the students. Instruction is differentiated and includes flexible grouping that meets the diverse needs of students in each classroom. In addition to providing Tier 1 intervention, Tier 2 supplemental instruction offers support in addition to the Core Instructional Program. Tier 2 Intervention groups consist of 3-6 students of who were not meeting the established literacy benchmarks for grades 1-4. Tier 2 intervention will be provided in 6 week cycles. Students will be assessed at the end of each 6 week cycle and a determination that is based on their assessment will be made to discontinue tier 2 services or to continue to receive Tier 2 services.</p> <p>Screening/Assessment The team will meet every 4-6 weeks to analyze and discuss the student data. The team will make decisions based on the data. Tier 2 students, who are 5 months to 1 year below grade level, have been targeted. The Fountas and Pinnel running record levels, Teachers College running record levels, letter sound recognition, sight words and ARIS data were used to determine the target population.</p> <p>Session Frequency: Targeted students will be supported 2-3 times a week for a total of 60- 90 minutes per week (30 minutes per</p>	<p>Small group (Six Students-preferred when possible</p>	<p>During the School Day</p>

	<p>session).</p> <p>Intervention Goals and Next Steps</p> <ul style="list-style-type: none"> • Students who are in the (A-D) Independent Reading Levels as per the Fountas and Pinnell or Teachers College Running Record will increase a minimum of 1-2 levels within a 6 week cycle. • Students who are in the (E-L) Independent Reading Levels as per the Fountas and Pinnell or Teachers College Running Record will increase a minimum of 1 level within a 6 week cycle. • Students who are in independent reading levels L or higher as per the Fountas and Pinnell or Teachers College Running Record will increase their decoding, fluency, comprehension and vocabulary skills as measured by Teachers College Running Record NY Ready ELA Test Prep Fiction and Nonfiction Passages. Any student, who demonstrates insufficient progress after having completed 2 cycles of Tier 2/Tier, will be referred to SIT (Student Implementation Team). Spreadsheets to record and monitor student progress will be designed 		
<p>Mathematics</p>	<p>Tier 1 is the core instructional program that is provided to all students by the general education teacher in a general education class. Tier 1 meets the needs of 80-90 Percent of the students. Instruction is differentiated and includes flexible grouping that meets the diverse needs of students in each classroom. In addition to providing Tier 1 intervention, Tier 2/Tier 3 supplemental instruction offers support in addition to the Core Instructional Program. Tier 2/ Tier 3 Intervention groups consist of 3-6 students that did not meet the established mathematics benchmarks for grades 4-5. Students that did not meet promotional criteria in 3rd grade</p>	<p>Small group (Six Students-preferred when possible)</p>	<p>During the School Day</p>

will also receive these services.

3.
For these selected students, progress monitoring in the form of a written formative assessment will occur after every fifth lesson in the Do The Math intervention program. Students will also take a post assessment at the completion of a prescribed module. Students will be assessed at the end of each 6 week cycle and a determination that is based on their assessment will be made to determine if they have reached mastery of the skill prescribed and next steps. Academic intervention for Students in K002 and K003 will be provided. Extra support intervention will be given to these students using the Intensive Intervention Guide from the Go Math! Program.

Screening/Assessment
The team will meet every 4-6 weeks to analyze and discuss the student data. The team will make decisions based on the data. Tier 2 students were selected based on a qualifying score on The New York State Mathematics 2013 Test. The students selected had a high level 1 score in a test at grade levels 4, and 5. 3rd grade students were selected based on a level 1 on the New York State Mathematics Test 2013. Children were then further screened using Do The Math pretest for a specific number sense module.

Targeted students will be supported 2-6 times, each for a fifty minute session. Students from Kindergarten were selected based on their baseline, formative, chapter assessments, and classroom teacher input.

Intervention Goals and Next Steps
Students in grades 3-5 using the Do the Math intervention program will obtain 75% or more on the post-test and 5% increase in their math classwork.

Ongoing conversations with classroom

	<p>teachers and support AIS personnel will be vital in helping establish specific next steps in helping each child meet their individual goals.</p> <p>Students in grades K using Go Math! Intensive Intervention Guide will master the prerequisite skills needed to succeed in each chapter of the GO Math! Program. Ongoing conversations with the child's teacher will determine strengths and weaknesses for each specific skill and next step interventions. Any students who demonstrate insufficient progress after having completed 2 Tiers 3 cycles will be referred to SIT (Student Intervention Team).</p> <p>Spreadsheets to record and monitor student progress will be designed.</p>		
Science	<p>Language Proficiency Program focuses on the development of Science Content through literacy based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction Science books are also used to augment science background knowledge and improve understanding of science concepts. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>	Small group	During School day/Saturdays
Social Studies	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, Historical figures and map study will take place during each unit. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>	Small group	During the School day
At-risk services (e.g. provided by the	Guidance counselor will provide	Small group/one-to-one when needed	During the School Day

Guidance Counselor, School Psychologist, Social Worker, etc.)

individual and small group counseling to students in grades K-5 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance intervention plan. Based on patterns of negative behavior or social and emotional decline, Students are referred to the Child Study Team for further support as well as outside agencies and treatment centers.

School Psychologist evaluates AIS students that have been referred for and evaluation and provides information on the psycho-social development of the student.

The School Social Worker will provide counseling services in grades 3-5 to students that are demonstrating patterns of social and behavioral misconduct as well as anxiety or sadness. Through individual and small group counseling the students will receive a therapeutic intervention program that supports self-esteem and coping mechanisms and behavior modification strategies.

Working closely with the family and classroom teacher is part of the process used to support the student.

The School Nurse provides the health services as needed.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).

As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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.).

Parent Outreach, Participate in the District Kindergarten Fair, Open house events at PS 115

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 06	Borough Manhattan	School Number 115
School Name Alexander Humboldt		

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 Boris Consuegra	Assistant Principal Miriam Borges
Coach Genoveva Ashburn Math Coach	Coach Nicole Carfiro ELA Coach
ESL Teacher Evelyn Vargas	Guidance Counselor type here
Teacher/Subject Area Sylvia Arroyo	Parent Bellardy Urena
Teacher/Subject Area Rosa Urena ELL Coordinator	Parent Coordinator Samantha Abreu
Related Service Provider Rosanna Bautista	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	589	Total number of ELLs	197	ELLs as share of total student population (%)	33.45%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1										4
Dual Language (50%:50%)					1	1								2
Freestanding ESL														
Pull-out														0
Push-In														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	141	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	90	0	12	0	0	2	0	0	0	90
Dual Language	32	0	0	13	0	0	0	0	0	45
ESL	19	0	2	20	0	7	2	0	0	41
Total	141	0	14	33	0	9	2	0	0	176

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	21	20	27										90
SELECT ONE														0
SELECT ONE														0
TOTAL	22	21	20	27	0	90								

*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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	0	0	0	0	0	0	0	0	18	0	27	0							45	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	18	0	27	0	45	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 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	2	6	6	4	18	12								48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	6	6	5	19	12	0	0	0	0	0	0	0	50

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)	19	11	4	14	12	12								72

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)	1	12	12	8	17	10								60
Advanced (A)	4	6	10	11	13	21								65
Total	24	29	26	33	42	43	0	0	0	0	0	0	0	197

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	26	7	0	0	33
4	29	5	0	0	34
5	25	6	0	0	31
6					0
7					0
8					0
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15	11	6	1	3	0	0	0	36
4	10	13	8	4	0	1	0	0	36
5	11	18	3	3	0	1	0	0	36
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	4	3	1	6	12	8	2	1	37
8									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	11	11	19				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: P.S. 115 will take a continuous improvement, data-driven approach to improve student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. Outgoing assessment will be both formal and informal. To meet and exceed Common Core Standards, students grades 3-5 will complete benchmark assessments in reading and mathematics. Results generated from these assessments, will help teachers focus on specific students' areas in need of extra instructional support and to make instructional decisions. Other assessments will also be used to assess instruction including, ReadyGen end of module assessment and Fountas and Pinnell running records for grades 3-5. Our early literacy skills will be assessed using Estrellita, and end of ReadyGen module translated to Spanish. Teachers will assess students around concepts of print, letter identification, letter sound, and word list (sight words). They will use this data to inform their instruction during ReadyGen lessons, conferences, to form small group, Shared Reading, Interactive Writing and Read Aloud. Spanish Running Record from A - Z will help teachers make appropriate decisions as they select reading materials for students, throughout all the grades to continue to monitor and assess student's growth and progress in writing. After reviewing and analyzing the data we have noticed that ELLs are lacking literacy in their native language. These findings will help teachers form groups, it can be used to develop after school programs for ELLs. Also it will serve to target if any student is in need of intervention.

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

Paste response to question here: 2. After a review of the spring 2013 NYSESLAT and fall 2013 LAB-R scores, we find that the following patterns are revealed:

Based on the LAB-R hand-scored result, in Transitional Bilingual program established in K, the majority of students achieved a Beginner level; based on the NYSESLAT results, in grade 1, the majority of students achieved an Intermediate level; in grade 2, the majority of students achieved at an Intermediate level; in grade 3, the majority achieved at a Beginner level; in grade 4, the majority of students achieved an Intermediate level; and in grade 5, the majority of students achieved an Advanced level.

After analyzing the NYSESLAT data, students in the ESL program indicate a greater growth than students in Transitional Bilingual and Dual Language.

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

Paste response to question here: As of October 22, we don't have the RNMR report. Therefore, this question can not be answered.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: 4a. Based on the data from both the New York State Math exam and the New York State Science exam, English Language Learners taking the exam in English fare better as compared to our ELLs taking the exam in their native language. Even though, our students are proficient in their native language, when it comes to take the test more students prefer to take it in English. On the New York State Mathematics exam 3% of ELL students who took the exam in English scored between a level 3 or 4, only 2% of ELLs who took the exam in the native language scored a level 3 or 4. On the New York Science exam 38% of ELL students who took the exam in English scored between a level 3 or 4, and 24% of ELLs who took the exam in the native language scored a level 3 or 4. 4b-c. The ELL Periodic Assessment was not administered this year (2013).

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](#).)

Paste response to question here: After analyzing the data, teachers utilize the result to deliver in class intervention for those students identified as in need of intervention. Although our school does not utilize screening, we use formative assessment to monitor students. Students who falls into the Tier I, will receive explicit language instruction, comprehensible input, sentence starters, etc. In the event students don't make any progress, students will be targeted in small groups (Tier II). If nothing works, students will receive intensive individual intervention (Tier III).

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

Paste response to question here: Teachers of newcomers make decisions based on the students needs. Every child learn at a different pace. Therefore, teachers use different strategies to reach those students. The use of scaffolding is very important when it comes to make instructional decisions. Teachers form groups based on students levels. The use of visuals and vocabulary is a pivotal part in teachers planning.

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?

Paste response to questions here: This year nor last year, our Dual Language classes do not have any english proficiency students therefore this question can't be answered.

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

Paste response to question here: The success of our programs are measured via formative and summative assessmentss as well as parents and teachers feedback. When analyzing data we measure the amount of progress made by our ELLs overall compared to our non-ELLs.

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](#).)

Paste response to question here: The initial identification process of identifying students that may be ELLs includes administering the Home Language Identification Survey. During the registration process parents receive a package which includes a Home Language Survey from the Pupil Accounting Secretary, Maria Brito, a School Aide, Maria Rodriguez, and the Parent Coordinator, Samantha Abreu give the parent(s) a brief orientation around completing the form. The screening process is conducted by Ms. Urena, the ELLs Compliance Coordinator who is an ESL certified teacher, she conducts the informal oral interview to determine home language. The interview is conducted in a language the parents understand. In the event we have parents who speak any language other than English or Spanish, the school will facilitate the parent(s) with a translator. The Home Language Identification Survey (HLIS) is completed, the OTELE is determined and signed by the parent and Ms. Urena, ELL Coordinator. The original HLIS is then placed in the students cumulative record folder, and a copy is kept in a binder in Ms. Ureña's room.

If indeed the student is a possible ELL based on the outcome of the screening, the student is administered the LAB-R Assessment within 10 days of the student's enrollment. The results of the LAB-R determines if the student is an English Langague Learner, entitled or not entitled. If the result of LAB-R identifies that a student is an English Language Learner (ELL) and entitlement letter is sent home. Furthermore, if the student doesn't pass the LAB-R, the Spanish LAB is administered. Parents will be invited to an orientation via the entitlement letter. This orientation provides parents with information that will help parents make an informed decision when choosing a language program that best addresses the needs of their children or best suits the parents language goals for their child(ren).

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.

Paste response to question here: In order to ensure that parents understand the three program choices, (Transitional Bilingual, Dual Language and Freestanding ESL) Ms. Rosa Urena, Ell Compliance Coordinator and the Administration will hold orientations and workshops to inform parents of the three parent programs available to ELLs in the school. During the first ten days of the students admission, parents are presented with a Parent Orientation Video that elaborates on the three different program options for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL) available at the school and/or throughout the NYC Department of Education System. Parents are invited to the Orientation via letters that are sent home via

backpack. Also, phone calls are made before the day of the meeting to remind parents of the orientation. In addition, make up orientations sessions are planned and held for parents who didn't attend the initial orientation session. This information is also disseminated throughout the school year using different venues such as one-to-one meetings, and small groups orientation sessions. The program selection forms are distributed at the orientation session

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

Paste response to question here: The school ensures that entitlement letters are sent home to parents of entitled students. Entitlement letters are sent home, offering the parents the opportunity to come in and ask questions regarding its content. Entitlement letters copies are kept in a binder and replaced with the originals when and if parents return them. Based on the NYSESLAT results every student who is entitled to receive ESL services, will receive an entitlement letter which is sent home to notify parents their children didn't pass the NYSESLAT and therefore they are entitled to another year of ESL services. The program selection forms are distributed at the orientation session. For parents who didn't return the the Parent Survey, we contact those parents via telephone calls made by the Pupil Accounting Secretary, Parent Coordinator, Family Worker and/or Compliance Coordinator. In the event all out reach venues failed, and the forms are not returned, the default program is Transitional Bilingual Education as per CR Part 154.

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.

Paste response to question here: Identified ELLs are placed in one of the three programs as per the parents choice. The LAB-R will assess the child's English proficiency. After assessing students, the parent surveys are analyzed and parents are then notified via a placement letter. Our parents population is mainly Spanish speaking, therefore most communication (verbal and written) between parents and school personnel is conducted in their native tongue.

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.

Paste response to question here: The NYSESLAT is administered annually to every ELL identified or previous student until they acquire a Proficiency level on the NYSESLAT. The RLER, and RLAT (previous NYSESLAT and LAB-R) are used to identify students eligible to take the NYSESLAT. Each section of the NYSESLAT is administered in the following order: Speaking, Listening, Reading and Writing. Before the Speaking portion of the NYSESLAT is administered, Ms. Ureña, the ELL Coordinator, conducts a training for a team of teachers responsible for administering the Speaking part of the NYSESLAT. During the month of May and within the administration window, three days are chosen to administer the Listening, Reading and Writing.

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. 

Paste response to question here: During the last two years, many parents have expressed an interest in Transitional Bilingual. New admit's parents who have their children in grades K-3, have chosen TBE as their choice. In grades 4-5 parents continue to choose DL as their choice. Freestanding ESL is the least favored by the parents. After reviewing the Parent Survey and Program Selection forms, the following trend has been noticed. Data indicates that out of 85 parent choice letters reviewed, 61 parents selected a Transitional Bilingual program for their child that is 71% of the newly admitted students; 21 parents selected a Dual Language program for their child, roughly 25%, 5 selected an ESL program for their child, roughly 6%. Generally, the program models currently available at P.S.115 match the requests parents have made. A very small percentage of parents have requested Freestanding English in the general education program. In the event we don't have one of the programs, parents will be informed of their option to transfer to other schools.

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])?

Paste response to questions here: P.S.115M is a K-5 grade elementary school with monolingual, Transitional Bilingual classes, and Dual Language programs across the grades.

- a) Our organizational model is as follow: The Dual Language Program implements the Roller Coaster language allocation self-contained model. In the Dual Language classes students fluctuate instruction from one week literacy in English and Math and content areas in Spanish and the next week literacy in Spanish and Math and content areas in English. A bilingual NY State Certified teacher is responsible for providing instruction in both languages. In the Transitional Bilingual, our students are instructed using the 60:40, 50:50, and 75:25 model depending on the proficiency levels of the students as per the Recommended Language Use for Transitional Bilingual Education. In Freestanding English as a Second Language, we have the following: Pull-Out, Push-In.

Teachers of the Dual-Language/Transitional Bilingual and freestanding ESL Programs deliver ESL instruction through the content areas. ESL Strategies are used through the modalities of listening, speaking reading and writing. Teachers use a variety of approaches. These include the use of visuals, manipulatives, modeling, repetition and the use of artifacts. In addition, other activities are also used. This includes Read-Aloud, shared reading, cloze reading, focus reading, reading or language analysis, skills, conventions, independent writing practice and team talk.

- b) Students are heterogeneously grouped with the average class size in third through fifth grades is 30.

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)?

Paste response to questions here: In collaboration with the school administration, teachers review NYSESLAT and LAB-R data for students in each class to ensure that the language of instruction is properly distributed within the daily instructional program.

- a) In Transitional Bilingual classes, teachers provide instructions according to their students' levels. In Kindergarten, the literacy block time is devoted to 90 minutes of native language literacy skill, and 90 minutes of English language literacy skills. In first grade Transitional Bilingual the teacher follows the recommended language use for intermediate level where 50% of the

instruction is in English and the other 50% is in the Native Language. In addition, we have one self contained 12:1:1 grades 3-5. This class consist of one dual licensed teachers (bilingual and special education), and the class also employs 1-2 bilingual paraprofessional. Instruction on this class is greatly dependent upon language and academic proficiency of each student. Currently, this class conducts Language Arts instruction in English, summarizing in Spanish. Materials and conferring, as well as small group instruction (or strategy lessons) may be provided in either English or Spanish depending on the needs and strenghts of the group of students. Math instruction for this class is provided in Spanish with English summaries and resources. The language of other content area instruction varies depending upon the NYSESLAT and LAB-R scores. As stated above, the Dual Language model in our school is the Roller Coaster which provides the mandated minutes of service required. Our Dual Language classrooms consist of self contained classes equipped with one Bilingual License teacher who provides instruction in both English and Spanish. For the Free Standing English as a Second Language, the ESL teacher provides the 2 units of instructions for beginners and intermediate, and 1 unit of instruction for the advanced. Resources and materials are also provided to classrooms of ELL's to ensure that native language support is available for students. However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing.

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.

Paste response to question here: The Transitional Bilingual class in Kindergarten utilizes Ready Gen for literacy in Spanish. The bilingual teacher translates the students' workbook to Spanish and uses books in Spanish that are the same or similar. First grade utilizes Ready Gen in English (using ESL strategies). Math instruction for each Transitional Bilingual classes is provided in Spanish. Enrichment classes are conducted in English. Science is provided in Spanish and Social Studies in English. In the self contained Special Education Transitional class, Language Arts is conducted in English with a summary in Spanish. Math is provided in Spanish and all other content area instruction varies depending upon the NYSESLAT and LAB-R scores. The classroom teacher will provide students with regular instruction as per Part 154 Regulations (360-180 minutes of ESL per week and minimum of 90-45 minutes daily of NLA instruction) However, all English instruction is provided through the use of various ESL strategies and techniques with a focus on vocabulary development and writing. Currently, our Dual Language classes conduct all content areas instruction in English and Spanish. Materials and conferring, as well as small group instruction are provided in English and Spanish.

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

Paste response to question here: Currently, teachers in Transitional Bilingual Kindergarten and first grade, are utilizing Estrellita a Spanish program. Estrellita consists of various assessments pre, post and on going assessments to monitor progress and to ensure that students advance from one level to the next. Teachers in Dual Language classes, utilize running records in Spanish, writing, observations, conferring and the Examen de lectura en Espanol (ELE) to evaluate students progress in their native language.

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

Paste response to question here: The NYSESLAT is administered every year to all ELLs to access English language abilities. The results of this assessment determine if the student will either continue in ESL or discontinue ESL services. Prior to the NYSESLAT, students take semi-annual sample test for the NYSESLAT in all four modalities. The practice test shows that our ESL students need more assistance in listening, reading comprehension and writing. Materials such as Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates purchased to ensure practice in all four areas but especially in Listening, Reading & writing. We also use listening centers and equip them with books with CD's to practice the listening portion of the test making sure students are exposed to different voices when they listen to stories. We also use the New ReadyGen curriculum which targets our ELL population in language development, discussion techniques, and vocabulary development, in becoming better readers and writers. ELLs are evaluated in all four modalities by having class discussions, read alouds, shared reading and writing activities aligned t the ReadyGen curriculum.

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).

Paste response to questions here:) Currently we don't have Students with Interrupted Formal Education (SIFE) attending our school. However, should any students with interrupted formal education (SIFE) enroll at PS 115 will receive intensive reading, writing and language development via small group instruction by their classroom teacher. The classroom teachers are implementing the

ReadyGen curriculum which follows the CORE curriculum Standards as part of class and small group instruction in order to support the PS 115 population. In addition, they will receive their mandated instructional ESL block as determined by NYSESLAT data. SIFE students will be also invited to attend the Title III after school program. Moreover, explicit one to one classroom instruction, intense teacher modeling and students practice with teacher guidance and feedback will facilitate student learning. The official teacher of the SIFE is required to provide instruction as per Part 154 Regulations (360 minutes of ESL per week and 90 minutes of daily NL). It is expected that with all this provisions in place SIFE students will be able to develop not only the necessary language skills but also the necessary literacy and math skills to help them begin bridging the educational gap. In the event that more support is needed, students will be invited to attend the District summer enrichment program when available.

b. Newcomers that have been in USA schools system for less than 3 years will be identified by the ELL Coordinator, Ms. Ureña by class and grade. Upon registration students in grades 3-5 will be enrolled in the Extended Day Program. At the end of the year, students who fall in this category will be strongly encouraged (parents informed) to attend the District Summer Enrichment Program. During the regular school day and the Extended Day, the ESL teacher as well as classroom teachers address the needs of students who will take the ELA standardized test as per the NCLB. During the extended day, teachers in grades 3-5 are focusing on achieving the goals that their respective classes need to achieve with the support of teachers from the lower grades helping groups of students in their classroom. In addition, the teacher will seek, as needed, the assistance of the appropriate instructional team (IST) so as to better identify at-risk bilingual SETTS or AIS.

c. Students receiving service for 4-6 years will follow the protocol described below:

Students will participate in the extended day program. The official teacher of the student is required to provide instruction as per Part 154 Regulations (360-180 minutes of ESL per week and 90-45 minutes of daily NL, if applicable). In the event that more support is needed, students will attend the District Summer Enrichment Program. Promotion will be assessed with a possible extension of services. The students' progress in language acquisition and content area achievement will be reviewed via teacher and students conferencing, portfolio reviews and assessments throughout the school year.

d. Students having completed 6 years of service will follow the protocol described below:

The ELL Coordinator and/or ESL teacher will identify the student by grade and class. Meet with the parents, teachers, and Assistant Principals in charge of Bilingual and Special Education instruction. Public or private meetings will be held with the concern parents. The AP will immediately assign grade appropriate AIS for the areas of need. The official teachers of this population of students, within their class, will provide instruction as per Part 154 Regulations.

e. Former ELLs with 1-2 years will have extended time in the New York State assessment. They will have extra support from the ESL teacher whenever possible. If there is a self-contained ESL class (es) those former ELLs will be placed in such classes to continue receiving the extra support they still need.

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?

Paste response to question here: Our ELL-SWDs are provided with the same materials as our regular students. However in order to provide the access to academic content areas and to accelerate English Language Development, our teachers implement the following: higher order thinking skills and language development; small group instruction, during small group instruction, students are exposed to leveled text using Literacy Level Intervention (L.L.I); outside resources such as articles; visual aids (charts, pictures, word wall, and smartboard). For reading, teachers include strategies like revision, re-reading, chunking of words, letter sounds, stretching of words, using labels, activating prior knowledge, word association, teaching cognates, and teacher modeling. Programs such as Estrellita, Waterford, Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas and Pinnell grades 3-5, are used to help ELL Students with Disabilities in their English language development.

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

Paste response to question here: Our SWD's teachers modify lessons based on students need. Some of the things that teachers use to help ELL-SWD's are changing the way materials and classroom activities are presented, differentiated, and incorporating flexible programming into the students IEP in order for the student to experience a more restrictive environment. For example, a student in a self-contained special education class can have a program recommendation to receive SETSS in a general education classroom during instructional periods. Lessons are planned using the Common Core Standards with modifications to meet each of the students' academic needs and IEP goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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.

Paste response to question here: Academic Intervention Services (AIS) are provided to meet the needs of all students who need assistance to meet the State Standards in ELA, Mathematics, Social Studies and Science. Intensive guidance and support services are provided to assist students who are experiencing affective domain issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary, based on the individual needs of students. All Grade 3-5 ELL students performing in Levels 1 and 2 and Early Childhood students deemed to be at risk, will receive appropriately targeted services in English. The school will be implementing the following Academic Intervention Services for the school year 2013-2014. Waterford - Grades K-2; New York Ready, Comprehension Tool Kit by Stephanie Harvey and Literacy Level Intervention by Fountas & Pinnell Intervention Program - Grades 3-5; Do the Math - Grades 3-5; Kaplan Science - Grade 4; AIS Push-in/Pull out Reading & Math Services - Grades 2-5; Children Arts and Science Workshops (CASW) - Grades K-5; ELL Enrichment Summer Academy.

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

Paste response to question here: PS 115 is using Pearson's ReadyGen reading and writing curriculum which is a curriculum that is aligned to the Common Core Learning Standards and the Common Core ELA Shifts. The curriculum focuses on grade level texts with high order questioning, whole class conversation and discussion techniques, vocabulary and scaffolds for ELL's and SWD. ReadyGen is meeting the needs of the ELL students in content because the texts are grade level appropriate and are aligned to the Science and Social Studies Scope and Sequence and has the appropriate scaffolds for students. ReadyGen is meeting the needs of the ELL students in language development through the teacher reading aloud the text with students, through discussion techniques and vocabulary development.

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

Paste response to question here: During the 2013-2014, we will be implementing ReadyGen for literacy. Lessons and objectives will be developed to meet the needs of the ELLs. Intervisitations will continue in place for new teachers and teachers who still need extra support. Units of studies for reading and writing will be given to every teacher. Also, we will continue using Shared Reading to increase fluency, rigor and to develop higher-order thinking skills. We will continue the use of several programs and resources we have applied in the past such as the following to work specifically and primarily with our ELL population. Language Proficiency Intervention Kit; New York Ready and NYSESLAT and Beyond.

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

Paste response to question here: This year our school will discontinue Teachers College Reading and Writing Project (TCRWP). The program will be discontinued because this year the city is implementing a new literacy program called ReadyGen.

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

Paste response to question here: All ELLs are provided the opportunity to participate in all programs available at PS 115. The after school literacy programs are offered to students as follows: Achievers Enrichment Program will be offered to students in all grades K-5 Tuesday and Wednesday from 3:20- 5:20. Teachers work with students in small group settings, using an interactive model, and share literacy specific skill purposes. All participating students in grade K-5, including English Language Learners and Special Education students, are grouped based on assessed needs for additional instruction to improve literacy and mathematics. A Title III after school Academic Program will enable students to enhance, enrich, and extend literacy skills acquired during the day. As students acquire more literacy strategies, the text materials will become increasingly more easy. In the same token, English Language Learners students will be connecting all the areas of the curriculum while learning English. Throughout this program English Language Learners will have the opportunity to acquire the English necessary to succeed in social and academic settings. Children Arts and Science Workshops (CASW) is offered to students in grades K-5 Monday through Friday 2:20-5:30.

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

Paste response to question here: During the year 2013-2014, the school will be implementing ReadyGen literacy program. Teachers will develop objectives to meet the specific needs of our ELLs and special needs students. Math is taught using Go Math (K-5) both books are available to students in English or Spanish, depending on the language of instruction within a given classroom. Go Math includes a section labeled intervention, Enrichment, Extra Practice, and ELL Support as well as

differentiation of instruction. Go Math is aligned with the Common Core Standards. Do the Math is an intervention program which main focus is on Number Sense and Operations. This program is conducted in small group settings where the students spend more time on key concepts such as basic math, computation, number sense, and problem solving in order to gain a deeper understanding. ESL is taught in all bilingual settings through the content area. In grades 3-5, Social Studies is taught utilizing the textbook "Social Studies New York City" by Houghton Mifflin Harcourt. Books are available in both English and Spanish. However, different resources and materials may include, but are not limited to books, periodicals, encyclopedias, notes, and/or action research. In grades K-2, Social Studies is taught using the textbook "Social Studies New York City by Houghton Mifflin Harcourt. Each grade has a different theme according to the grade. Science is done through hands-on experiences. Delta Science kit, aligned with a Curriculum Map established by the NYC Department of Education, are used in all grades (K-5). In addition, all students grades K-5 are equipped with a science text book in both English and Spanish (if needed). Most classrooms with ELL students have listening centers equipped with books, tapes, or CD's that support language development and content area instruction. Some books are available in the classroom. A listening library is established in the Teacher's Resource room so that teachers of all grade levels can access the materials school wide. Technology is infused into all curricular areas through the use of in-classroom computers, a self-contained Technology enrichment lab, one mobile lap-top cart on each floor, and a Library Media Center. Waterford Early Learning is designed to help all children build a strong foundation in Reading and Math. Waterford is designed specifically for the early grades PreK through second grade with easy navigation, scaffold instruction, audio and multimedia prompts which includes songs, stories and games. Waterford provides explicit instruction. At PS 115 all K-2 classes including bilingual classes are participating in the program. In addition, class 421 bilingual and class 180 special education have been added to provide extra support to the newcomers and SWD. Students have ample opportunities to use technology to demonstrate and support their learning. We will continue to implement the use of smart boards and Elmos in all classrooms, monolingual and bilingual.

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

Paste response to question here: . Each Bilingual (Dual and Transitional) classroom is provided with instructional materials in both English and Spanish. Libraries are established in both languages by the bilingual classroom teacher. Teachers in transitional classrooms are encouraged to provide students with resources in both languages during instruction. In Kindergarten transitional class, the teacher utilizes different resources in Spanish to teach reading and writing workshop during the literacy block. For ELLs in the monolingual classrooms teachers are provided with library books, resources, and materials in the native language if and when available. Leveled books are available for all teachers in English and Spanish.

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

Paste response to question here: All services support, and resources correspond to the ages and grade levels of all ELL students. Instruction, however, is differentiated based on the needs of the individual student.

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.

Paste response to question here: Currently a program has not been established at our site to orient newly arrived ELLs prior to the start of the school year. As mentioned above, our school doesn't have a specific program design for new comers. However, teachers of new comers use grouping and computer programs such as Waterford for lower grades, K-2 and class 421 which is the bilingual class that has more new comers. Also teachers of new comers use scaffolding and visuals to make meaning comprehensible.

18. What language electives are offered to ELLs?

Paste response to question here: N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a. Our two Dual Language classes don't have any EP students.
 - b. As mentioned above, we don't have EP students in our Dual Language classes.
 - c. The language of instruction is taught one week in English the following week in Spanish.
 - d. Our Dual Language classes use the roller coaster model.
 - e. Emergent literacy is taught simultaneously. Teachers utilize ReadyGen a new literacy curriculum in English. Currently, the

Kindergarten teacher teaches Spanish following a teacher translated version of ReadyGen whenever possible. K-2 teachers will continue implementing Estrellita an accelerated Spanish program to teach Spanish sounds and syllables.

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.

Paste response to questions here: Professional development is coordinated by the Principal, the Assistant Principals, ELL Coordinator, Psychologist, Counselor and the Literacy and Math Coaches working together to combine ideas on effective planning for teachers, on different ways to assess learning, and classroom management: Strategies to meet the needs of all students. The administration meets once a week to reflect and refine school-based practices and up-date the professional development plans. Moreover, the team strives to provide a three-tier approach to staff development which includes school-wide, grade-mastery of their knowledge based in the areas of literacy, mathematics, social studies and science while concurrently expanding their schema of effective practices in the delivery of instruction. The team continues to develop Action Plans in accordance with the needs revealed by the data to determine how to further support staff and students for the upcoming year. Professional development will continue to take place during Monthly Faculty Conferences and Monthly Team Planning Sessions with the Principal as well as in the classrooms. The school psychologist, paraprofessionals, occupational and speech therapists, and parent coordinator are part of the Monthly Faculty Meeting and the PLC. All staff members participate in any workshops or activities pertaining to ELLs. Every week one of the Extended Day time is used for Professional Learning Community (PLC). In addition, the following are also in place: Grade Team Planning, Learning Walks, the Language Allocation Policy Committee, and formal and informal observations.

2. Monolingual, Bilingual and ESL teachers participate in various workshops provided by the Children First Network. Each workshop is turn keyed to staff via Monthly faculty conferences, common preps and after school. Our 7.5 hours of ELL training for all staff is embedded within all workshops we conduct. Teachers will gain knowledge on how to implement ReadyGen Literacy Curriculum, Differentiated and ESL Strategies for ELLs. Also, how to incorporate ESL strategies in their lessons. Attendance will be taken at every workshop and maintained as record.

3. Our 5th grade "senior" group is supported by the Assistant Principal of that grade Marytery Caceres, the guidance department, and the ELL Coordinator, Ms. Urena. Meetings are held for all various middle schools. Middle schools in the area provide informational meetings to parents of children in grade 5.

4. Our school has planned a series of workshop to meet the 7.5 hours of ELL training for all staff. The ELL Coordinator in collaboration with the ELA Coach and Math Coach will present workshops on the following topics:

- Vocabulary Development for ELLs
- Differentiated Strategies
- ESL Strategies

Attendance will be taken at every meeting and maintained as record.

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?

Paste response to questions here: At P.S. 115 we continue recognizing that families and other community members are a vital part of all students' academic and social success, and we consider family involvement an essential ingredient for a successful educational program. Compare to last year, this year we have a bigger percentage of parents actively involved in school functions. We continue to make every effort to encourage our parents to be active participants in the learning process of their children's education. The Parent Coordinator in conjunction with the PTA President, will present a series of workshops throughout the year in an effort to instill adequate communication between parents, teachers and administration. We expect these series of workshop to develop a stronger sense of community in the school. The following workshops will be presented to parents:

How to help your children with reading; Learning Leader (workshop to attract parents as volunteer); questions parents should ask teachers on Parents Teacher Conference; workshop on how to help your children; questions about middle school, and workshop on how to use ARIS. The majority of our parents are Spanish speaking, however, our staff is comprised of bilingual speakers therefore, the Principal, and the PTA President will act as translator for those parents who need translation. In addition, there will be other venues to attract parents such as inform parents about network meetings through flyers, e-mail and phone calls. We expect this series of workshops to develop a stronger sense of community in the school. Also we will continue with a School Messenger an automated telephone system that calls parents to inform them about important topics or activities taking place in the school.

2. P.S. 115 collaborates with several community-based organizations , including United Palace Cathedral, New York-Presbyterian Medical Center, Exodus, Northern Manhattan Improvement Corporation, Communication, Arts and Science Workshops and Cornell University. These agencies provide an ongoing parent outreach by providing workshops that tackle family issues such as domestic violence, communicable diseases, asthma, etc. They also provide counseling, as well as make referrals to other local support agencies. We also conduct workshops to parents who have children with disabilities i.e. IEPs and Speech Therapy. These organizations are a vital component of the Academic Intervention Services.

3. During the planning stage of the 2013-2014 school year, the school's Parent Environmental Survey was carefully evaluated by several members of the School Leadership Team. They identified various areas in which parents expressed concerns and the team determined that parents needed to be made more aware of certain policies and procedures in our community. Workshops are classified in accordance to students' needs. For example, parents of ELLs are invited to workshops about resources in the community such as library, immigration services, and community agencies. In addition, other areas are being addressed through workshops, planned and organized by the schools PTA and Parent Coordinator. Another survey will go out to all parents in March that will be evaluated and used to plan additional workshops and events for parents in our school.

4. P.S. 115 recognizes that in order to meet the diverse needs of our students and families in this community, the role of the school has to expand beyond traditional definitions of teaching and education. The M.O.R.E. Program, based in New York-Presbyterian Medical Center provides ongoing psychiatric assessment and refers our students to outside agencies as needed. This program also provides early intervention with our Instructional Support Team in order to reduce the quantity of special education referrals. Apart from this, we will initiate computer workshops that will teach our parents how to access the ARIS and will allow them to learn more about computer usage. Based on the fact that a major percent of our parents are immigrants from Latin American countries, it is of particular interest to us to educate them in the areas that will increase their involvement in school functions as well as teach them everydayfundamentals tu succeed in everyday life. For example English classes to ELL parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **06M115** School Name: **Alexander Humboldt**

Cluster: _____ Network: **CFN 532**

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

Part A: Needs Assessment Findings

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

Our school population is comprised of 90% of Spanish speaking parents. During the registration process, the Home :Language Identification Survey is giving to every parent. The trend noticed is that most of the parents speak Spanish even though some of them when filling out the HLIS write that their child speaks and understands English. Based on our findings, our school ensure that all written communication is sent home in English and Spanish. Most of our school staff speaks Spanish therefore parents feel comfortable when visiting the school because they know they will be able to understand and communicate in their native language.

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.

As stated above, our parents are predominantly Spanish speaking community therefore, the need for translated school materials is an essential component in establishing a successful partnership. PS 115 provides al communication via parent letters which are sent home in English and Spanish. The school works collaboratively with the Parent's Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both languages. The school calendar and any updates for available programs are all provided to our school community in both languages.

Part B: Strategies and Activities

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

Written translation services in the native language are provided to parents throughout the school year. Important communications from the district, city, school and state are translated into Spanish prior to being sent home. The ELL Coordinator, Math Coach and School Pupil Secretary provides written translation services to families throughout the year.

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

Oral interpretation services are provided for all parents and family members who require assistance. During Parent Teacher Conference parents who doesn't speak English are provided with a translator. During meetings and workshops there is a translator who will translate everything for the parents. Presentation (Power Point) are translated to Spanish for those parents who doesn't speak English.

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

The Chancellor's Regulations will be fulfilled by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel. All school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: PS 115

DBN: 06M115

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 10

of certified ESL/Bilingual teachers: 9

of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Saturday Program will serve 67 students in grades 2-5 with 2-8 years in the system. The students will be grouped based on their NYSESLAT PROFICIENCY level and number of years in the System

Instruction for ELL students in grades 2-5, having scored an Intermediate proficiency level, in the NYSESLAT will focus on the use of a shared reading approach to develop students' print awareness, oral language skills, and reading comprehension, as well as their knowledge of text types, sight-word vocabulary, and word-attack skills by using ESL strategies to scaffold instruction.

Instruction for ELL students in grades 3-5, having scored an Advanced proficiency level, will focus on engaging students with high-impact nonfiction and fiction text. A bilingual or ESL certified teacher will provide explicit instruction in fluency, reading comprehension, vocabulary, and writing and support in navigating informational text. Teachers use the books as a spring board for discussing cultures, debating issues, and shaping opinions to cultivate appreciation and respect for diversity while fostering text-to-self, text-to-text, and text-to-world connections.

Schedule and Duration: Saturdays from December 8, 2012 to April 13, 2013 for 14 weeks for three hours each week.

Language of instruction: Spanish and English

and types of certified teachers: 10 Bilingual or ESL certified teachers

Materials: For Grades 2 and 3 students at the intermediate level, we will use big books in Spanish and English with stories with satisfying outcomes that children want to read again and again, with strong picture support, with engaging illustrations that lend themselves for explicit support for demonstrating any aspect of writing in context.

For Grades 3-5 students at the Advanced level, we will use books in Spanish and English with similar readability levels and design features across each books, plus visual features and text organizers, to help students gain meaning from the texts.

Notebooks, folders, pencils, markers and chart tablets

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: To insure increased academic rigor and higher order thinking for our ELL students in reading and writing, teachers will participate in the following professional development programs:

A second language is acquired in the same way that a first language is acquired – by the learner's development of language relationships for the purpose of natural communication within a defined context. Receptive and productive language skills grow out of activities planned to support the total development of the learners. English language learners should be asked critical thinking questions using the Bloom Taxonomy of Learning Domains.

Teachers to receive training: Teachers teaching the ELLs Saturday Program.

Topics to be covered. Provide professional development for teachers on differentiated instruction, including strategies for ELLs that addresses students with a varied range of learning needs. PD will also focus on further developing the teachers' skills on asking questions from all levels of the taxonomy that are age appropriate and at the English language acquisition level of the English language learners.

Strategies for ELLs may include

Model think-alouds

Demonstrate fix-up strategies

Using visuals and graphic organizers

Using visual aides and/or cues that may help clarify meaning and solidify learning

Using Hands on activities to allow students to connect with the content and make the learning more concrete

Using data to monitor progress and inform instruction

Schedule and Duration: 2 hours after school before the start of the instructional program

and once a month for 2 hours on a Saturday after the instructional program

Provider: Rosa Ureña Bilingual Coordinator

Additionally, an after school per-session program will be incorporated to provide much needed support and guidance to Bilingual and/or Dual Language teachers who have only been teaching for 3 years or less. In a 2 hour session once every 2 weeks the teachers will meet with the principal, who will present topics

Part C: Professional Development

such as: The stages of language acquisition, language acquisition strategies for second language learners, topics such as ELL students topics will move into more integral information such as Common Core standards, rubrics, and looking at student work. The group professional development sessions will run from December through March. At the onset of the school year said aid will be most intense. However, as the year progresses support will be decreasing as the program comes to a close in April. Tools that will be used are surveys, questionnaires and or evaluation forms completed through out the program by mentees will also be used to determine the functionality and success of the program.

Although a portion of the Title III monies will be used to fund bilingual, ESL, and dual language novice and experienced teachers who are participating in the program, Title III monies will also be used to fund the participation of other Commonn Branch professionals that would benefit from this program.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 115 is committed to continuing to develop the solid foundation of parental involvement that has been established in recent years. We believe that family, teachers and school leaders should be involved in order to make education a collaborative effort between home and school. A cooperative effort among all staff must be developed to maximize assistance given to Ell students.

Schedule: 4 workshops for parents once a month for 2 hours. These will be a series of workshops in the areas of math and literacy to provide parents the necessary support to help their children succeed on the State Standardized tests. In the area of math, parents will be exposed to different strategies and games to use to make math fun and less threatening for children as well as themselves as the support for their children. Workshops in the area of literacy will include topics such as "Ways to help children increase comprehension through questioning," "Reading to and with your children," and "Using daily activities to teach reading strategies and increase vocabulary." In the area of ESL, parents will be exposed to ESL strategies they can use with their children at home to expedite language acquisition.

Parent will be notified of these activities via notices in both Spanish and English and phone calls to the home.

Part E: Budget

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

Allocation Amount: \$

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