



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE INSTITUTE OF ENVIRONMENTAL LEARNING AT PS/MS
15

DBN (i.e. 01M001): 10X015

Principal: TARA R. EDMONDS

Principal Email: TEDMONDS@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 3% increase in scoring at a Level 3 and 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

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

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

1. Every Thursday morning the Administration meets with the ELA teachers to discuss different ELA strategies such as close reading, text dependent questions, and formative assessments. Also, each teacher is asked to do a presentation on how the strategies are implemented in the classroom and how students are engage.
 - Once a week ELA teachers have teacher team meetings for two periods to discuss and analyze the following: different close reading strategies, text dependent questions vs. text to self, text complexity, student's educational needs, and formative assessment, common core units from Core Knowledge and Expeditionary Learning, rubrics and student work.

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

Teachers do formative and summative assessments of each unit.

- During the teacher team meetings, teachers discuss the needs of their students, upgrade existing units, engage in cycles of inquiry and looked closely at student work to make adjustments to curriculum, assessment, and instruction.
- Rubrics are used to set criteria for assessing a particular type of work or performance. The rubrics include levels of potential achievement for each criterion.
- Teacher teams plan vertically.
- Common planning time is embedded into the master schedule for Teacher Teams.

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

August 2013	<ul style="list-style-type: none"> • Understanding the Framework for Teaching That Supports Good Planning and Preparation. • Laying the Foundation for Teacher Teams for 2013-2014. • Unit planning using Core Knowledge, Expeditionary Learning and Engage NY.
September 2013- October 2013	<ul style="list-style-type: none"> • Text dependent questions, introduce close reading, summative and formative assessment -Teacher Teams, Introduction of • Introduction of Danielson Framework • Implementation of Non-fiction integration of informational text into ELA curriculum.
November 2013	<ul style="list-style-type: none"> • Common Core-aligned instruction across subjects (Introduction of K-8th grade Social Studies Framework). • Roll out of Core Knowledge and Expeditionary Learning Units.

-December 2013	<ul style="list-style-type: none"> Using rubrics and checklists. Introduction to Domain 3: (Using Assessment in Instruction) from the Danielson Frameworks. Expeditionary Learning/Engage NY – Changes in the ELA exam.
January 2014-February 2014	<ul style="list-style-type: none"> Implementation of Core Knowledge and Expeditionary Learning Units Roll out the Rubrics from Core Knowledge and Expeditionary Learning – short response and essay Using Assessment in Instruction
March 2014 - April 2014	<ul style="list-style-type: none"> Aligning Test Sophistication to Common Core Standards
May 2014 -June 2014	<ul style="list-style-type: none"> Revising September-October and November-December Units Planning for May and June Units

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

1a. Professional instructional materials to support curriculum development during the regular school day
 b. Consumable instructional materials that support the Extended Session in the AM.
 c. Consumable instructional materials for use during extended day and Saturday programs.
 d. Teacher/Supervisor per session (3 days per week) for after school programs,
 e. Differentiated professional development for Teachers

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, students in grades 3-8 will demonstrate progress towards achieving state standards as measured by a 3% increase in scoring at Level 3 and 4 on the NYS Math assessment.

Comprehensive Needs Assessment

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

academic content and student achievement standards.

After conducting a three-year analysis of student performance on state assessments, it was determined that although there was an gradual increase in student performance during the 20010-2011 and 2011-2012 school years, there was a decrease in student performance during the 2012-13 school year. As a result, we have made progress for all student subgroups a priority goal for the school year.

Instructional Strategies/Activities

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

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

Activities used to identify the needs of identified student subgroups:

- NYC DOE Acuity Baseline Mathematics Assessments
- In-House Initial and Final Assessments from DOE Units/Engage NY Units.
- Formative Assessments/Summative
- Teacher’s Feedback

Activities to Address Needs of Subgroups:

- Address the Gaps of the Mathematical Content of the Focal Points (Common Core Standards)
- Knowledge about the quality of student work and level of expectations by using rubrics and checklists.
- Use a variety of instructional approaches/methods to develop mathematical conceptual understanding (Van De Walle’s Recommendations, Teaching Mathematics Developmentally)- (Transferring Conceptual Understanding)

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

1. K-8 Math Teachers, 3-8 Extended day and Saturday Academy, Instructional Coach, Lead Teachers and Administration

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

- Weekly Teacher Team Meetings and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new Common Core Learning Standards expectations for student performance.
- Thursday Morning-Teacher Teams Vertical Planning Meeting in MATH.
- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Common planning time.
- Teachers will participate in on-going study groups to maximize implementation of lessons plans.

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

Months	Topics
August 2013	<ul style="list-style-type: none"> ∞ Understanding the Framework for Teaching That Supports Good Planning and Preparation ∞ Laying the Foundation for Teacher Teams for 2012-2013
September 2013-October 2013	<ul style="list-style-type: none"> • Unpacking the Mathematical Content of Unit 1-Teacher Teams
November 2013 –December 2013	<ul style="list-style-type: none"> • Common Core-aligned instruction across subjects (Science and Mathematics K-4) • Rubrics and Checklists • Introduction to Domain 3: (Using Assessment in Instruction)
January 2014-February 2014	<ul style="list-style-type: none"> • Rolling Implementation of Engage NY Units • Using Assessment in Instruction
March 2014-April 2014	<ul style="list-style-type: none"> • Aligning Test Sophistication to Common Core Standards
May 2014-June 2014	<ul style="list-style-type: none"> • Revising September-October and November-December Units

- Planning for May and June Units

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

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

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

. By June 2014, we will see a 3% increase in the number of parents attending Parent Teacher Association meetings and school based workshops.

Comprehensive Needs Assessment

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

based on the attendance and participation at PTA Meetings and Parent workshops, we need to extend the range of opportunities to encourage greater

Instructional Strategies/Activities

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

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

- Parent Teacher Association meetings will be advertised in a timely manner and publicized through various ways: Calling posts, flyers, calendars. The topics will differ on a monthly basis in order to draw in parents with different concerns.
- We will offer a PTA meeting in the morning and in the evening to accommodate the schedules of parents.
- The Parent Coordinator/ Instructional Coach will facilitate monthly workshops.
- The Parent Coordinator and Instructional Coach will organize a minimum of one workshop for parents every month that is geared toward making parents aware of what is expected at school, the curriculum and initiatives in place at our school, the importance of standardized tests and other social emotional topics. The

workshops will also focus on providing our students' parents with practical strategies that they can employ at home with their children to help them become more successful students.

- Parents are active participants on the School Leadership Team. Our SLT has at least 10 members, with 5 of the members from the parent body of our school.
- Parents on the SLT will participate in many of the decisions that affect their children.

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

- Administration
- Instructional Coach
- Teachers
- Guidance Counselor
- Social Worker/Psychologist
- Parent-Teacher Association
- Parent Coordinator

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

- Sign in Sheets
- Attendance at PTA Meetings, Parent Teacher Conferences, Parent Workshops
- School Learning Survey
- Needs Assessment

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

- September 2013-June 2014

Months	Topics
September 2013	Classroom Orientation
September 2013	Parent Orientations for Newly Admitted ELLs
October 2013	Academic Progress
October 2013	Parent Meeting – Jaguar Track
November 2013	Interpretation of Student 2013 State Exam Reports
November 2013	Parent Teacher Conferences
November/December 2013	Curriculum Training for ELA/MATH
November 2013	Middle School Boys Basketball Parent Orientation
March 2014	Prospective Kindergarten Parent Orientation
March 2014	Strategies to Support Reading at Home

March 2014	Bronx Task Force Presentation/ Town Hall Meeting
March 2014	Parent Teacher Conferences
April 2014	State Exam Preparation
June 2014	Family Cookout
Sept. 13 – June 14	School Leadership Team Meetings
Sept. 13 – June 14	Parent Teacher Association Meetings

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 Non-contractual services/parent involvement funding for support of the goal is provided from Title I SWP the 1% parent allocation. Per session has been identified for professional development, to support family workshops, and activities for parents and students. Per session (*10 Workshops x 2 hours x 2 teachers*). OTPS will support supplies and materials for parent workshops, etc.

Strategies to Increase Parental Involvement

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

- Conduct yearly Parent Teacher Association elections for Executive Board Member
- Conduct monthly Parent Teacher Association meetings.
- Through the School Leadership Team develop a plan for increasing teachers' abilities to effectively involve parents in their children's education.
- Hold yearly Open House inviting parents to speak with classroom teachers, supervisors, guidance and related service providers
- Regularly inform parents about policies, concerns and programs that are proposed and ongoing.
- Distribute all notices and flyers in English and Spanish.
- Continue to work with community based organizations to provide ongoing medical services and programs for students and their families and to
- Continue to promote relationships with other community organization that offer support/help to our students and families.
- Offer numerous parent workshops, such as: State Standards, Literacy, Mathematics, Promotional Criteria, Parenting Skills, Family Health Issues and selecting an appropriate High School.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

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Comprehensive Needs Assessment

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

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Instructional Strategies/Activities

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

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

1.

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

6.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

• **Strategies/activities that encompass the needs of identified subgroups**

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

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

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Close Reading, Text dependent questions, test sophistication, Academic vocabulary	Students receive small group, one-to-one and whole class as needed.	<i>During school day general education, special needs, and ELL's receive push in and classes or pull out services in Small groups (8-10 students).</i>
Mathematics	<i>Everyday Math end of unit exams , IMPACT, and ACUITY ITA assessments. Teachers will use the Ready and "Coach" books as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in Preparing our students for academic success</i>	<i>Small group instruction is provided by teachers during the day school and during extended day Tutoring sessions.</i>	<i>Service is provided during the Extended Morning Session (37 ½ min), during the school day, during after-school as well as the ESL and Saturday Academies.</i>
Science	<i>Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction. Specialist evaluates assessments so that areas of student and whole class weakness can be Identified to inform instruction. Students are immersed in analyzing Those social issues that impact their environment as the instructional focus. Through this AIS model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data</i>	<i>Students are taught in whole groups; small groups push in and pull out in a group of up to 10 students utilizing project-based instruction.</i>	<i>During extended day teachers provide AIS instruction.</i>

	<p><i>and drawing a Students are immersed in analyzing</i></p> <p><i>Those social issues that impact their environment as the instructional focus.</i></p> <p><i>Through this AIS model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a conclusion</i></p>		
<p>Social Studies</p>	<p>A Social Studies Cluster teacher provides added support using historical fiction, DBQ's, Newspapers Students may request Support sessions with staff at different times such as lunch. During ELA Non-Fiction unit students are instructed in how to address content Based information. There are cross curricular connections made between ELA and the content areas throughout the School year.</p>	<p>Support is given in whole and small groups</p>	<p>Students in grades 5 - 7 grade are provided extra support during the day Students in the eighth grade receive support during our morning and Saturday Academy (contingent on budget)</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><i>Strategies used: Second Step character education, play therapy, art therapy.</i></p> <p><i>Conducts Functional Behavior Assessments (FBAs) & Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal & informal classroom observations using methods including interval time</i></p> <p><i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral. An evaluation, functional behavioral assessment (FBA), a behavioral intervention plans (BIP).</i></p> <p><i>There was a consultation with the family who was referred to a community agency</i></p>	<p><i>Instruction is delivered one to one and small group.</i></p>	<p><i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral.</i></p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS/MS 15 works closely with Teaching Fellows in order to obtain highly qualified teachers. Through the Teaching Fellows Program, teachers receive Professional Development, onsite practical application experience within inner city schools, and they must be enrolled in a Master's Program. PS/MS 15 uses the Open Market Transfer System to recruit and hire highly qualified teachers. PS/MS 15 uses 5% Title 1 funding to provide the education, professional development and training to ensure that teachers are highly qualified. Mentors are assigned to support new teachers, as well as time is set during the school day for them to conference. Supervisors follow up to ensure mentors are meeting consistently with the mentee. Attendance by administration and faculty at all city-wide and borough job fairs. Coaches and Administration will provide ongoing professional development to ensure effective use of teaching strategies, (best practice), rubrics, curriculum maps, and lesson planning. Best practices are shared at the Professional Team Meetings held every week by department and once a month by grade. Topics include teacher practice, looking at student work and interpreting data.

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).
In our efforts to provide high quality professional development for teachers, principals, paraprofessionals and staff that enable all students to meet Common Core State Standards and to grow, we are highly invested in professional development opportunities. We offer professional development to all staff on current topics provided by administrators, lead teachers, Network #109, the UFT and the DOE. All professional development is research based and evidence based. We plan professional development using research based strategies and a research based teaching framework. We believe in individualized professional development plans that are designated to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development mainly through the observation process which utilizes Danielson's Framework for Teaching as well as understanding student data and looking at student work. Teachers self-assess on a regular basis and confer with school leaders. Research based strategies (RBI's) are emphasized in our trainings and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Additionally, our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development. First year teachers are assigned Mentors. We are committed to ensuring that our teachers have the resources and support needed to succeed. We encourage celebrations of success and sharing of good practices across grades and content areas.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State, and/or local funds are provided by the administration, parent coordinator and parents in order to meet the intent and purpose programs of our consolidated funds.

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.).

PS/MS 15 provides a variety of opportunities for pre-school students to transition into the elementary school. It is our goal to prepare all students for success in school and to lay the foundation for college and career readiness. This will be accomplished through: Parent involvement activities, screening for Kindergarten readiness, providing early intervention services as needed, curriculum planning and delivery of instruction and coordination of social and emotional supports.

Measures to Include Teachers in Decisions Regarding Assessments

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

- The decision making process that is used to include teachers regarding the use and selection of appropriate multiple assessment measures and the professional development regarding the use of assessment results to improve is a collaborative effort which includes Administration and teachers. A committee is formed that consist of teachers from various constituencies that represent the body. Together with the Administration we decide through consensus what types of assessments are needed based on the needs of the students and the time of the year. Professional development is differentiated based on the teacher and student individual teacher needs.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

PS/MS 15 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS/MS 15, 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. PS/MS 15 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

PS/MS 15 will support parents and families of Title I students by:

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

PS/MS 15's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 15 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;

PS/MS 15 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 calendar 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

PS/MS 15 and The Parents of Students participating in activities, services and programs 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

PS/MS 15 will 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;

PS/MS 15 will support home-school relationships and improve communication by:

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

PS/MS 15 will provide parents reasonable access to staff by:

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

PS/MS 15 will 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:

We as parents will support out children's learning by agreeing to;

- 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:

We as students will share the responsibility to improve our academic achievement and achieve the States Standards. Specifically we will:

- 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
- give my parents/guardians information received by me from my school every day.
-

**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 10	Borough Bronx	School Number 015
School Name Institute of Environmental Learning		

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 Tara Edmonds	Assistant Principal Jacqueline Medina
Coach Haydee Santino	Coach type here
ESL Teacher Valerie Frade	Guidance Counselor Emma Santana
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	547	Total number of ELLs	31	ELLs as share of total student population (%)	5.67%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE		1	3	3	7	2	6	6	3					31
SELECT ONE														0
Total	0	1	3	3	7	2	6	6	3	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)
				3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	3	7	2	6	6	3					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	3	3	7	2	6	6	3	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1							1						2

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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)								
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.
The assessment tools used in order to assess the early literacy skills of our ELLs are the TC Running Records, Core Knowledge and the DRA. The data provides us with each student's ability to rhyme, their phoneme-grapheme correspondence, letter identification, ability to identify sounds provided in words, identify sounds in various word positions, decode, syllable identification, and reading comprehension. This data allows the school to provide instruction and intervention at the appropriate level and to track the students' progress.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYESLAT) and grades?
The data reveals that after three years, our ELL have achieved proficiency levels in speaking/listening and the majority in reading/writing.
3. How will patterns across NYESLAT 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](#))
After evaluating the patterns across the NYESLAT modalities, our ELL's need more instruction in reading and writing in the upper grades (3rd, 4th, 5th, 6th, 7th, 8th) and a combination of all four modalities in the lower grades (K and 1st, 2nd). The patterns will guide our instruction by allowing us to focus our teaching based on the students' needs. The Annual Measurable Achievement Objectives are used to identify students' weaknesses, guide instruction, and to establish remedial programs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
a. N/A
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
B. The school uses the results of the ELL periodic assessments in order to identify each student's strengths and weaknesses, track students' progress, establish individual goals based on students' scores, and to help teachers to plan instruction.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
C. From the periodic assessments, we learn the students' strengths and weaknesses and we use this information in order to guide instruction to further their academic growth. We have a free standing ESL program at our school. We do respect the students' native language and provide materials in their native language that will help them reinforce their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The school uses data in order to identify students' weaknesses and focus instruction toward using ESL methodologies and strategies to aid students in improving skills in those areas. First, students receive universal screening. Next, we provide a strong instructional program targeting the students' needs. Then, students are provided with tiered instruction and progress monitoring is provided.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the NYESLAT scores (Beginning, Intermediate, and Advanced) in order to focus instruction by using the appropriate ESL strategies and materials that will help the child in the development of their second language.
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?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our program by tracking the students' progress using the NYESLAT, ELA, DRA, ECLAS-2, teacher examinations, teacher evaluations, and observations.

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](#).)
When a child is register at the school, the parent is interviewed orally in English/native language by a ESL/Bilingual certified pedagogue and given a Home Language Identification Survey (HLIS) complete. In the parent's native language he/she is asked questions concerning the child's prior education, extra curriculum activites and the language he/she uses at home and with friends. The parent is given the support he/she needs completing the HLIS. The child is interviewed in English and in his/her native language. If the child has attended school, questions are asked about his/her previous education and school records are reviewed. He/she is asked questions about school and extra curriculum activites. This hpls to determine his/her strength in both English and his/her native language (Spanish). The kindergarten students have a half day orientation in a kindergarten classroom with a kindergarten teacher. Activities are planned for the new incoming kindergarten students and the students are observed and interviewed by the ESL teacher. During this time the parents are given an orientation introducing them to the different programs available in the school, the support staff and curriculum. The HLIS survey is reviewed by a certified ESL teacher and the students that qualify are administered the LAB-R within ten days of the registration. If the student does not receive a passing score in the LAB-R, he/she is administered the LAB-R in spanish. The test is administered the next day. Three days after the administration of the LAB-R the parents are notified of the results and asked to come to an orientation and complete a Parent Survey and Program Selection. During the orientation, the parents are shown the video that explains the different programs in the native language. The different programs are also explained in detailed and all the questions and concerns are addressed. Every year our ELL's are administered the New York State English as a Second Language Achievement Test (NYSESLAT). This test is used to evaluate the students needs and to help teachers plan instruction to meet those needs. To ensure that every ELL is administered the NYSESLAT annually, the ATS report-New York City Public Schools Primary/Secondary Report is used (RMSR), as well as the ARIS report. The following pedagogues administer the NYSESLAT, ESL and Bilingual Certified teachers.
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.
To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL, the following process is in place: three days after the administration of the LAB-R a letter is written to the parents informig them of the LAB-R test results; within five days a parent orientation is scheduled where the three programs are discussed, a video is shown, and questions and concerns are addressed. Telephone calls are made by the parent coordinator to inform parents of the importance of attending this orientation. During the orientation, the parents also complete a Parent Survey and Program Selection Form. The following pedogogues administer the HLIS: Bilingual and ESL Certified teachers, Bilingual Certified Guidance Counselor. The following pedogogues administer the LAB-R: Bilingual and ESL Certified teachers. The following pedagogues attend the orientation-outreach and assist parents in filling out the Parent Survey Program Selection and answer any questions they may have concerning the three program choices: ESL and Bilingual Certified teachers.
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](#)].)
Working with the Parent Coordinator, if a parent cannot make the orientation meting to complete the Parent Survey and Program Selection, we work with the parent to set-up a meeting that would be convenient for him/her. We also inform them that they can view the video on line (web-addressed provided) and that we are available to answer all questions and concerns they may have. Within a week, if the parent does not return the Parent Survey and Program Selection forms, we call and notify them in writing , as well as make a home visit. All entitlement letter and Parent Survey and Program Selections Forms are maintained and kept in the ESL Room 211.
4. 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.
Once a student is identified as an ELL and the parent selects the program they want their child to participate in, the child is placed in the program. If the school does not have enough studens in the grade (15 or more) to accommodate the parent's request, the

parent is given information of schools that have the program they have chosen. All this information is provided to the parents in their native language. If a form is not returned, the child is placed in our school Freestanding ESL program. Every ELL who participates in the ESL program is given a letter of entitlement and a continues entitlement letter. The entitlement and continued entitlement letters are maintained by the ESL teacher in room 211. There is continuous communication with the ELL's parents through conferencing, Parent-Teacher conferences, phone calls and meetings with the ESL teacher.

5. 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.

Before the Administration of the New York State English as a Second Language Achievement Test (NYSESLAT) the following is done: a list of all ELL's eligible to take the test is made; a schedule is made to administer each section of the test; the ESL/Bilingual certified teachers who will administer the NYSESLAT are trained; a memo is sent to the staff informing them of the date/time the test will be administer; a letter is sent home notifying the parents of the date their child will be administer the test.

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.  Since 2008, the parents have indicated preference of a Freestanding English as a Second Language Program (59) surveys). In order to provide the parents with the instructional program they selected for their children, we have a Freestand English as a Second Language push in and pull-out instructional model. The students are instructed by a certified ESL teacher. Students whose parents request a bilingual or a dual language program will be sent to the website ELL_ProgramTransfers@schools.nyc.gov . We also maintain a record of those students whose parents requested bilingual programs. If there are 15 or more student with the same home language , and in the same or two contuguous grades, then the school will open a bilingual program.

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])?

In order to support the academic development of our English Language Learners (ELL), PS/MS 15 advocates an English As a Second Language push-in and pull-out instructional model. ESL students in grades 1st and 2nd are serviced in pull-out model. ESL students in 3,4,5,6,7 and 8th grades are serviced in a push in model. Students in Kindergarten are in a self-contained ESL class. The students are grouped by grade. The students that participate in a pull-out model are serviced in small groups by a certified ESL teacher during the day according to grade. The students that are serviced in a Push-In model, the ESL teacher collaborates with the classroom teacher. The program model is hetergenously grouped with different proficiency levels.
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)?

The ELL's receive one period a day for 45 minutes, five times a week of ESL instuction. The certified ESL teachers implementing exemplary ESL techniques and methodologies will enhance the students speaking, listening, reading and writing skills. In addition, during the regular school hurs, our ELL's also participate in a comprehensive approach to balance literacy. Students are exposed to reading, writing, listening, word study and test strategies. The teachers use ESL methodologies to help the ELL's in their classroom. The skills are practiced everyday in a workshop model. Keeping in the Principles of learning and the Conditions of learning in mind, teachers plan for 150 minutes of literacy instruction in grades three through five (3-5), and 135 minutes for grades six through eight (6-8). In order ensure that the students are receiving the ESL instructional minutes they require (Beginners & Intermediate 360 minutes per week and Advanced 180 minutes per week), the teachers and students follow a program that indicates the periods that are slotted for additional ESL instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to make content areas comprehensible in our English as a Second Language Pull-out program model in grades 1 and 2, the ESL teacher introduces the students to the different vocabulary, uses various materials, and focuses instruction using strategies they need to succeed in the different subjects (math, science, social studies). In the Push-In model the ESL teacher works with the ELL's in colloboration with the classroom teacher to provide the students with the vocabulary, strategies (graphs, video, pictures, etc.) they need to make the content comprehensible.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Once the child is identified as an ELL he/she is adminiestered the LAB-R in English. If the child does not receive a passing grade in the English LAB-R, he/she will be administered the LAB-R in spanish. The child is also interviewed in his native language. The parent is asked questions concerning the child's prior school, extra curriculum activities and the language he uses at home and with friends. Since we have a Free Standing ESL program, we do not track the student's native language progression. On the other hand, we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebration-they as authors of their own stories , and assemblies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that ELL's are appropriately evaluate in all four modalities of English acquisition throughout the year we use the following assessment tools: ELL's Periodic Assessment, teacher- made test, conferencing, observations.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At present, we have no SIFE students

b. The newcomer ELL's participate in a Push In and Push-out instructional Model with a licensed ESL teacher. The students will meet for 45 minutes 5 times a week. The ESL teacher will use instructional strategies to support the development of speaking, listening, reading and writing. In addition, a comprehensive approach to balance literacy will be implemented. The students will have 150 minutes of literacy instruction which will expose them to listening, speaking, reading, writing, word study and test strategies. The skills will be practiced everyday in a workshop format. The students' growth will be monitored through the use of ESL Periodic Assessment, teacher-made assessment, NYS tests, conferencing, portfolios, etc. this assessment will drive instruction. The students will also participate in 371/2 minutes , three times a week of intensive reading and writing before school. Appropriate materials that will help develop the students' speaking, listening, reading and writing will be used. During the school year, ELL's will attend the extended day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams.

c. ELL's receiving service 4 to 6 years participate in a ESL Push In Instructional Model with a licensed ESL teacher. Working with the literacy teach, the ELL's needs are evaluated and materials and strategies are used to meet those needs. The ELL's also participate in 371/2 minutes three times a week of intensive reading and writing before school. They also attend the extended day program. The program will be held after school on Wednesday and Thursdays. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams. The ESL teacher differentiates instruction by evaluating the students' needs and providing them with vocabulary, scaffolding of the materials use, and the strategies they need in order to function academically in English.

d. Long-Term ELL's participate in a Push In Instructional Model with a licensed ESL teacher. They also participate in 371/2 minutes, three times a week of intensive reading and writing before school. During the school, the ELL's will attend the extended day program. The program will be held after school on Wednesday and Thursday s. The 90 minute program will focus on literacy, math and preparing the students for the NYSESLAT, ELA and Math exams.

e. Our Proficient ELL's in years one and two are supported through the 371/2 minutes of intensive small group instruction three times a week in the morning in reading and writing. They also participate in the extended day program for 90 minutes two days a week (Wednesdays and Thursdays). The students progress is also monitored and assistance is given through conferencing and small group instruction.

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?

In collaboration with the classroom teacher, ESL teacher provideds the ELL-SWD's with the following strategies: scaffolding, use visuals (such as graphic organizers, story maps, word banks),introduce vocabulary (specific terms, technical and common words), simplify text book language and make it more comprehensible, select words that convey key concepts and are relevant to the bulk of the content being learned and have meaning in the lives of the students. The teachers will use grade level material that are easy to understand bu teaches the same context.

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?

Our ELL-SWD is afforded equal access to all school programs. The students participate in the 371/2 minutes of intensive instruction three times a week; participate in a Push-In model program one period a day for 45 minutes where a certified ESL teacher works in collaboration with the classroom teacher; they participate in a comprehensive approach to balanced literacy for 150 minutes literacy instruction in grades three to five (3-5) and 135 minutes in grades six to eight (6-8). ELL's in the 7th and 8th grades participate in club periods every Friday. The students are given an opportunity to select the club of their choice withich range from photography, book club, computers, etc.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English 

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

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

Social Studies:				
Math:				
Science:				

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%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			
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.
- The ELL's participate in a comprehensive approach to balanced literacy. Keeping the Principles of learning and the Conditions of Learning in mind to make content comprehensible and foster language development to meet the demands of the Common Core Learning Standards, the teacher plans for 150 minutes of literacy instruction(in English) in grades one through five (1-5) and 135 minutes for grades six through eight (6-8) every day. The students also receive 90 minutes of math instruction every day. Through the use of NYS tests, teacher-made assessment, Periodic Assessments, conferencing and portfolios the student's needs are evaluated. The teachers work towards meeting the student's needs through small group instruction, individual instruction and conferencing. These needs are also met through the 371/2 minutes of intensive small group instruction three times a week in the morning and their participation in the extended ESL day program for 90 minutes two days a week (Wednesdays and Thursdays).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our Freestanding ESL Push-In and Pull-out Program is effective in meeting the needs of our ELL's in both content and language development. We continuously evaluate the success of our program by tracking our students progress using the NYSESLAT, ELA, DRA, ECLAS-2, teacher-made examinations, Periodic Assessments, evaluations, and observations. We are always making improvements and training our teachers in the latest instructional approaches and methods to foster both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will continue to improve and implement an interactive computer program. This program allows the students to work on their specific needs with continuous monitoring and evaluations which allows the teacher to see the student's progress and re-teach those strategies that the students need to revisit. The Freestanding ESL Program will be revisited and aligned with the Common Core ESL standards.
12. What programs/services for ELLs will be discontinued and why?
- The school will not discontinue any programs for our ELL's. All programs will continue in order to support our ELL's academic and language development growth.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL's are afforded equal access to all school programs both curriculum and extra curriculum activities. The ELL's participate in the Track Team, Chess team and all other activities the school has. ELL's also participate in the Title 3 Extended ESL Day program. The program will be held after school on Wednesdays and Thursdays. The 90 minute program will focus on literacy and math and preparing the students for the NYSESLAT, ELA and Math exams. ELL's in the 7th and 8th grades participate in Club Period every Friday. The students are given an opportunity to select the club of their choice which range from photography, computers, community service, etc. ELL's are included in every aspect of the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials are used: Hampton-Brown, "Avenues Series", Avenues leveled books, guided reading books, classroom libraries, listening centers, "English At Your Command", Intermediate Level, "Getting ready for the NYSESLAT" (Attanasio), "Treasures", (McGraw-Hill). Every classroom is equipped with two or more computers. The children also go to the computer lab. Some of the rooms are equipped with a "Smart Board". The ESL teacher keeps both English and Spanish fiction and non-fiction books in her library for students use. We are continuously updating our materials to help meet the demands of the new Common Core Learning Standards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since we know the importance of acknowledging a student's language and culture and how important this is to their education, we provide them with books in their native language and celebrate their culture through books, projects, trips and their own publishing celebrations- they as authors of the own stories and assemblies.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our ELL's receive all the services they require (Resource, Speech, counseling) according to their individual needs or IEP. They are also provided with ESL services and are given all the accommodations that they are entitled to according to their grades and individual needs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Before beginning the school year, our ELL's who are enrolled in our school are given a list of books that will help them prepare for the following year. They are also given information about programs available to them during the summer that can assist them academically and foster their language development (museums, plays, library activities) and strategies they can use at home to help their children in reading and math. ELL's enrolled throughout the school year are evaluated and are provided with all the programs they need to help them to succeed academically. The ESL teacher and Guidance Counselor are there to provide assistance, support to help them with their transition

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Our professional development plan include the following: monthly workshops are given where teachers learn new strategies and methodologies and re-visit techniques that help to improve their teaching. During weekly team meetings, teachers, coaches and supervisors will address the methodologies that will help our ELL's in achieving their academic (CALP) English. The ESL teacher is a member of several teacher team meetings (inquiry work, Common Core Learning Standards) and she provides professional support and techniques that help our common brach teachers meet the needs of our ELL's. The parent coordinator holds various workshops with the school support staff to address the culture relevance of ELL. The Assistant Principal attends workshops on helping develop the academic growth of ELL's and disseminates the information to the ESL teachers.

2. Throughout the year, the teachers of ELL's attend monthly workshops that help them to understand the Common Core Learning standards and how to help their students. The teachers also have weekly meetings in grade-level and subject to help them further understand the Common Core Learning and also provide them with materials to further their understanding.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parental involvement is foster in various ways. We arrange many activities throughout the school year, which promote active parental engagement. Our activities include, but are not limited to, Back to school Kickoffs, Parent/teacher conferences, school assemblies, workshops, Parent/Teacher Association (PTA) and School Leadership (SLT) meetings. Parents and Guardians are also encouraged to schedule meetings with their child's teachers, administrators, Guidance Counselor, and the Parent Coordinator to address any academic concerns. There is also an orientation for the parents of all ELL's which explains the different programs choices (Transitional Bilingual, Dual Language, Freestanding ESL), and the examinations use to evaluate the students (LAB-R, NYSESLAT). All these activities are presented in the parents native language (Spanish).
 2. The school has partnerships with Good Shepherd Services, Learning Leaders, Health Plus, and Literacy INC, Flame Co., and etc. which provide health, parental, leadership workshops and educational support. There are also in-house workshops that are offered by our school community to support educational success. These workshops include informational sessions on topics such as promotional criteria, analyzing and interpreting data, report cards, ESL methodologies as well as ARIS, Acuity training and the new Common Core Learning Standards. All these training sessions are conducted in English and Spanish.
 3. The needs of the parents are assessed on a continuous basis. Parents consult with the Parent Coordinator to identify areas of interest and/or concerns. Upon receipt of this information, the staff is able to address these matters with the appropriate forum. The following activities that assist parents include Parent/Teacher conferences, workshops, as well as Town Hall, PTA or SLT meetings and progress reports. As an added feature to support parents, they are encouraged to reach out to the parent coordinator, guidance counselor, administrators who in turns supports and reaches out to the child's teacher to discuss any issues or concerns.
 4. As an aspect of the evaluation process, we target specific activities to address the needs of parents. For example, ELL's parents are provided training to support early literacy. The guidance counselor and supervisors also target the families of our 8th graders by providing workshops in the High School selection process to ensure that our parents have the tools necessary to make informed decisions. In addition, "feedback" forms are distribute at the close of each workshop, which encourage parents to provide immediate feedback to the presenters as well as to identify follow-up topics of interest. The forms are then utilized to inform our parental outreach program. Our parent coordinator, as well as other staff members are available to translate for parents when necessary.

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: **10x015** School Name: **The Inst. of Envrn Lrng at PS/MS 15**

Cluster: **1** Network: **109**

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

Part A: Needs Assessment Findings

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

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

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

Our school report card indicates the 85.9% of our students are Hispanic which supports our need for Spanish translations both written and oral language. As a result, all notices and other parent information is communicated in Spanish as well as English. Data is shared with the school community via Faculty Conferences, grade meetings, teacher teams, PTA meetings, Monthly School Calendar, SLT meetings and memorandums. An oral translator is provided at all of the above mentioned meetings.

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.

School notices, flyers, calendars, calling post etc. are sent home in English and Spanish. Oral interpretation will be provided by in-house staff members. Members may include but are not limited to the parent coordinator, teachers, guidance counselor, school aides, Assistant Principals and Family Workers.

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

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

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

Written translation will be provided in-house by school staff. Articles to be translated will be monthly calendar, all memorandums and individual parent letters (as needed).
Oral interpretation will be provided by in-house staff that is fluent in the parent's native language. Members include but are not limited to: parent coordinator, guidance counselor, Administration and teachers.
In addition, vendor translation services will be used as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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