



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

| | |
|----------------------------|--------------------|
| DBN: (i.e. 01M001): | 23K165 |
| School Name: | IDA POSNER |
| Principal: | FRAN ELLERS |

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

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Section 1: School Information Page

School Information

School Name: Ida Posner School Number (DBN): 23k165
School Level: Elem-Middle Grades Served: PreK-8
School Address: 76 Lott Avenue Brooklyn, New York 11212
Phone Number: 718-495-7759 Fax: 718-345-8255
School Contact Person: Fran Ellers Email Address: fellers@schools.nyc.gov
Principal: Mrs. Fran Ellers
UFT Chapter Leader: Ms. Nivia Maldonado
Parents' Association President: Ms. Bella Roberts
SLT Chairperson: Ms. Cynthia Smith
Student Representative(s): _____

District Information

District: 23 Superintendent: Ms. M. DeGovia
Superintendent's Office Address: 1665 St. Marks Avenue Brooklyn New York 11233
Superintendent's Email Address: Mdegovia@schools.nyc.gov
Phone Number: 718-240-3677 Fax: 718-922-9628

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Mr. Jose Ruiz
Network Number: 611 Network Leader: Ms. Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------------|---|-------------------------|
| Fran Ellers | *Principal or Designee | |
| Nivia Maldonado | *UFT Chapter Leader or Designee | |
| Bella Roberts | *PA/PTA President or Designated Co-President | |
| Harriet Jamison | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Janica Young | Member/ Parent | |
| Rockel Holmes | Member/ Parent | |
| Sharon Wilson | Member/ Parent | |
| Karen Ogiste | Member/ Parent | |
| Pamela Lide | Member/ Parent | |
| Cynthia Smith | Member/ UFT | |
| Noelle DeJoseph | Member/ UFT | |
| Veronica Williams Lyle | Member/UFT | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|--|---|---|---|---|
| English Language Arts (ELA) | 2013-2014 results from the ELA Exams . SuccessMaker Data Reports Identified Students ‘ Areas of Weakness, Achieve 3000 Data Reports, Running Records and Teacher Recommendation | <p>On-line blended learning using SuccessMaker and/or Achieve 3000</p> <p>Small group instruction.</p> <p>Saturday Academy</p> <p>PS/IS 165’s Afterschool Program</p> <p>Wilson Program (focus on phonics , word development and reading)</p> | <p>Individualized instruction using SuccessMaker and Achieve 3000</p> <p>Academic Intervention (AIS) Teacher provides small group instruction.</p> <p>Saturday Academy serve as AIS and Tutoring with a 12:1 ratio.</p> <p>Afterschool serve as AIS and Tutoring with a 12:1 ratio</p> <p>Small Group</p> | <p>SuccessMaker- in school Monday-Friday</p> <p>Achieve 3000-in school Monday-Friday</p> <p>During the school day Monday –Friday cycling various grades throughout the week</p> <p>Saturdays 9:30-12:30 September through May</p> <p>Afterschool Program Tuesday and Thursday 4:30 -6:00 November through May</p> <p>Wednesday and Friday 2:30-4:30 November through May</p> <p>Saturday 9:30-12:30 October through May</p> |
| Mathematics | 2013-2014 results from the Math Exams , SuccessMaker Data Reports Identified Students ‘ Areas of Weakness, and Teacher Recommendation | <p>On-line blended learning using SuccessMaker.</p> <p>Small group instruction.</p> | <p>Individualized instruction using SuccessMaker.</p> <p>AIS Teacher provides small group instruction.</p> | <p>SuccessMaker- in school Monday-Friday</p> <p>During the school day Monday –Friday cycling various grades throughout the week</p> |

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| | | Saturday Academy PS/IS 165's Afterschool Program | Saturday Academy serve as AIS and Tutoring with a 12:1 ratio. Afterschool serve as Academic Intervention Services (AIS) and Tutoring with a 12:1 ratio | Saturdays 9:30-12:30 September through May Afterschool Program Tuesday and Thursday 4:30 -6:00 November through May |
| Science | Students are recommended by teachers. | Individual and/or small group instruction. | Tutoring | During the school day –Monday through Friday |
| Social Studies | 2013-2014 results from the ELA Exams and Teacher Recommendation | Small group instruction. Saturday Academy | Saturday Academy serve as AIS and Tutoring with a 12:1 ratio. | Saturdays 9:30-12:30 September through May |
| At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>) | Students are recommended by the Pupil Personnel Team(PPT) , Teachers, Administrators , Mobile Response Team (MRT) themselves and/ or parents | | One on one counseling and or group small group discussions | This service is provided during the school day. |

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015 the percentage of students proficient in ELA will increase by 5%, as measured by the New York State ELA Exam. By June 2015 the percentage of students proficient in math will increase by 5%, as measured by the New York State Math Exam.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All students in grades K-8 scoring a level 1 and 2 are targeted for ELA and Math services. Additionally, all students are invited to participate regardless of level. In addition, the extended learning programs are customized to meet all students needs.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Our extended learning programs are designed to meet the needs of the whole child with foci on academic and social emotional growth. By adding the stipulation that students must have good attendance in school to participate in any program we will increase our school’s overall attendance. Our programs include individual as well as group activities. Our dance, drama, karate, and design programs encourage interaction between students in group activities. They also help students develop their thinking skills and strategies to make better decisions for themselves and the members of their groups and teams. These programs also push our students to take on leadership roles within their groups. Our K-4 program has the same foci while bringing in academic activities in math, science and literacy. This program also includes a Robotics component. All academic programs are taught by NYS certified content area teachers. The K-8 PS/IS 165 Afterschool Program is taught by NYS certified teachers with a foci on Literacy and Math Common Core Learning

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| Standards. | | | | |
| Part 2c. Is the ELT program voluntary or compulsory? | X | Voluntary | | Compulsory |
| If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students. | | | | |
| All students are invited to participate in the grade appropriate extended learning programs. Student participation in multiple programs is encouraged as each is offered on different days and/or different times. | | | | |

Part 3 – ELT Program Implementation and Oversight

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|---|--|--|--|--|
| Part 3a. Who will implement the ELT program? Who will oversee the program? | | | | |
| <ul style="list-style-type: none"> Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured. | | | | |
| There are six extended learning time programs for students to participate in at PS/IS 165K. The 21 st Century, Saturday Academy, STEM and Wilson extended learning programs are managed by Mr. St. Aubain, Assistant Principal. The PS 165K Afterschool program conducted on Tuesday and Thursday from 4:00pm - 6:00pm are managed by Mr. George Adams, Assistant Principal. School-based staff and highly qualified community partners listed below by program play a key role in each program’s implementation. In addition, the Specialized High School Preparatory Program ELP was implemented to meet the specific needs of our 8 th grade students. | | | | |
| Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program. | | | | |
| 21 st Century Grant – Saturday Academy and 21 st Century Program Schoolwide project funds – Saturday Academy Wilson – Schoolwide project and tax levy Specialized High School Program—tax levy | | | | |
| Part 3c. Timeline for implementation and completion, including start and end dates. | | | | |
| 21 st Century – September 2014 –June 2015 | | | | |
| Saturday Academy – September 2014 –May 2015 | | | | |
| STEM – November 2014 – May 2015 | | | | |
| Wilson – October 2014 – May 2015 | | | | |
| Specialized High School Program—October 2014-October 24, 2014 | | | | |
| PS 165K After School Program- November 2014- May 2015 | | | | |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|--------------------------|---|-----------|---|-------------|--|------------|---|----------------------|--|---------|
| Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program. | | | | | | | | | | | |
| x | 21 st Century | x | Tax Levy | x | Title I SWP | | Title I TA | x | P/F Set-aside | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | Grants | | School Success Grant | | In Kind |
| List below any additional fund sources that will be utilized to support achievement of the goal. | | | | | | | | | | | |
| | | | | | | | | | | | |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Students in the Saturday Academy will be monitored in December to determine if they are making progress toward meeting the goals (2%) set forth by the school. Students attending the PS/IS 165 Afterschool program will be monitored in February so the school can determine if they are making adequate progress. Students in the Wilson program will be progressed monitored in December and again in February.

Part 5b. Complete in **February 2015.**

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|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | | | | | |
|----------|---------------------------------|--|---|--|--------------------|
| x | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|----------|---------------------------------|--|---|--|--------------------|

Part 2: All Title I Schools

2a. 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.

The School Renewal Program provides yearlong professional development to build the capacity for the entire staff. The retention rate for the staff is high. We have only lost 10 staff members in the last three years due to retirement or excessing due to budget cuts. This year we were able to hire a Spanish Teacher (splitting with another school) and a Dance/Music Teacher as a result of being accepted into the Middle School Art Initiative.

2b. 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).

As a renewal school we are receiving professional development from a variety of sources. We are partnered with Teachers' College which provides professional development (PD) in their Writing Program which is being implemented school wide. We are also partnered with Fordham which provides selected staff with pd in Literacy and Math strategies. In addition we send several selected staff members to Metamorphosis for targeted Math support. We also have our TDC (Teacher Development Coach) who comes in to work with two teachers that received a Teacher Improvement Plan (TIP) and five teachers who we are making their classrooms into Lab rooms. The principal will be receiving support from a Mentor via the Renewal program. Along with the Assistant Principals the principal receiving support from our District Teacher Effectiveness Coach. The Assistant Principals also receive pd from our District Assistant Principals' Institutes which meet every month. Paraprofessionals are included in all teacher professional developments (especially the ones conducted in school) and receive targeted pd from our SESIS person. Finally all teachers, paraprofessionals, assistant principals and principal receive specific professional development from our Children First Network (CFN). All professional development from all parties is designed around the Common Core Learning Standards and Danielson Framework to improve the pedagogy of the staff which will have an impact on our students learning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Our Pre-Kindergarten students are part of our school. They participate in all school wide activities and events. Our Pre-kindergarten teachers meet regularly with our kindergarten and first grade teachers to discuss and plan curriculum. Our Kindergarten teachers meet with our Pre-kindergarten parents. The first Friday of every month we hold open house where parents are invited to not only visit their child’s class but the next grade. We also have our Pre-kindergarten Social Worker along with our Parent Coordinator conduct parent workshops on preparing your child to transition to the elementary school program. In addition to attending targeted Pre-kindergarten professional development the Pre-kindergarten staff participates in all professional development conducted at the school.

4b. 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.

We have a professional development team whose members represent teachers, paraprofessionals, and administrators who meet and determine what professional development topics will be covered each week. The team also determines who will lead the sessions. Staff meets as grades to decide which common assessments will be used to measure the progress of students in that grade based on the original data analysis. A MOSL team determined what assessments would be used as baselines and when the progress monitoring would take place.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|---------------------------------------|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | 340,853 | x | P8,P11 |
| Title I School Improvement 1003(a) | Federal | 16,961 | x | P8, P11 |

| | | | | |
|---|---------|-----------|---|--------|
| Title I Priority and Focus School Improvement Funds | Federal | 87,157 | x | |
| Title II, Part A | Federal | 102,487 | x | P8,P11 |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 2,114,288 | x | P8,P11 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **PS/IS 165**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 165** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the school will:

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

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

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

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

School-Parent Compact (SPC)

PS/IS 165, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|----------------------------------|-------------------------|--------------------------|
| District 23 | Borough Brooklyn | School Number 165 |
| School Name Ida R. Posner | | |

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 443 | Total number of ELLs | 26 | ELLs as share of total student population (%) | 5.87% |
|--|------------|----------------------|-----------|---|--------------|

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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|----|--------------------------------|---|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | 16 | ELL Students with Disabilities | 4 |
| SIFE | 2 | ELLs receiving service 4-6 years | 8 | Long-Term (completed 6+ years) | 2 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 18 | 1 | 1 | 7 | 1 | 1 | 1 | 0 | 1 | 26 |

| ELLs by Subgroups | | | | | | | | | | |
|---|-----------|----------|------------------|----------|----------|------------------------------------|----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 18 | 1 | 1 | 7 | 1 | 1 | 1 | 0 | 1 | 26 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 0 | 0 | 3 | 2 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 13 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 2 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 10 |
| Haitian | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 2 | 2 | 1 | 5 | 3 | 1 | 3 | 3 | 6 | 0 | 0 | 0 | 0 | 26 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 1 | 2 | 0 | 2 | 2 | 1 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 15 |
| Intermediate(I) | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 6 |
| Advanced (A) | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| Total | 2 | 2 | 1 | 5 | 3 | 1 | 3 | 3 | 6 | 0 | 0 | 0 | 0 | 26 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|--|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | | |
| | English | Native Language | English | Native Language | |
| Comprehensive English | 0 | 0 | 0 | 0 | |
| Integrated Algebra | 0 | 0 | 0 | 0 | |
| Geometry | 0 | 0 | 0 | 0 | |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 | |
| Math _____ | 0 | 0 | 0 | 0 | |
| Biology | 0 | 0 | 0 | 0 | |
| Chemistry | 0 | 0 | 0 | 0 | |
| Earth Science | 0 | 0 | 0 | 0 | |
| Living Environment | 0 | 0 | 0 | 0 | |
| Physics | 0 | 0 | 0 | 0 | |
| Global History and | 0 | 0 | 0 | 0 | |
| Geography | 0 | 0 | 0 | 0 | |
| US History and | 0 | 0 | 0 | 0 | |
| Foreign Language | 0 | 0 | 0 | 0 | |
| Government | 0 | 0 | 0 | 0 | |
| Other _____ | 0 | 0 | 0 | 0 | |
| Other _____ | 0 | 0 | 0 | 0 | |
| NYSAA ELA | 0 | 0 | 0 | 0 | |
| NYSAA Mathematics | 0 | 0 | 0 | 0 | |
| NYSAA Social Studies | 0 | 0 | 0 | 0 | |
| NYSAA Science | 0 | 0 | 0 | 0 | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS/IS 165, we use various assessments tools to drive instruction. Early literacy skills of the ELLs are assessed through a variety of methods. During the admission process, parents and students are interviewed with comprehensive questions centering their education background history and possibly SIFE status using questions from the SIFE Identification questionnaire. Literacy skills are further assessed

using results from Performance Based Assessment New Core Curriculum (Ready Gen), Fountas and Pinnell, ELA, Math tests, the NYSESLAT modalities (RLAT) report, and teacher created assessments. Results from the above mentioned assessments are used on conferencing and planning with content area teachers sharing the flagged students in need of extra supports and allow a deeper understanding of the ELLs first and second language needs as a whole.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the LAB-R and the NYSESLAT Exam History (RLAR), 56% of our ELLs (Grades 1-8) scored at the Beginner level, 24% Intermediate level, and 20% at Advanced level. These numbers drive instructions, aiming primarily weaknesses in reading comprehension and writing skills. These numbers raise questions on the curricular and instructional decisions aimed to remediate needs of students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The AMAQ results help us target students who did not show gain for consecutive years and highlight deficient language skills which need to be addressed. The 2013 RNMR Modality Report is not available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. At PS/IS 165 most of our ELLs in the ESL Program have scored 1's on the NYS ELA and the NYS Math Exams. The 4th grade NYS Science Test was administered to one of our ELLs, he successfully passed it. Our ELLs took the standardized test in English not in their native language. In order to support students grade specific requirements, our certified ESL Teacher confer on a regular basis with content areas teachers planning parallel to the New Core Curriculum.
 - b. Periodic Assessment, Teacher created Assessments, and the NYSESLAT skills analysis results allow our certified ESL Teacher to emphasize practice on skills where weakness is shown.
 - c. The ELL Periodic Assessment is used by our certified ESL Teacher as predictors for the students performance on the NYSESLAT. Results from the above mentioned assessment helps our certified ESL Teacher in planning instruction. Native language is used through using bilingual dictionaries, glossaries with content areas vocabulary works, native language literacy books, native language speakers (peers and staff).
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Tier 1, Results from Literacy skills Assessments are used for planning and to drive instruction.(RtI) for ELLs (k-5), classroom teachers plan and set realistic objectives to meet the needs of students. Student population is subdivided in smaller groups aiming the goal of learning. Language and vocabulary development are skills promoted throughout the day. Assessments used are Fountas and Pinnell, Ready Gen Assessments. Tier 2, our AIS certified teacher ensure that interventions are sufficiently intense. Intervention provided for a minimum of thirty minutes each day. Tier 3, a certified teacher in addition to our certified ESL teacher work intensely to meet students' needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered by our school providing a language survey, where language of preference is noted. Native language is used in Bilingual dictionaries, glossaries, peer and staff interpreters, native language literacy books, computers access to google translate.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
For the 2012-2013 school year 56% of our ELLs scored at Beginner level, 24% Omer,edoate amd 20% at Advamced level. It is noted that our ELLs have shoen growth in listening and speaking; however, there is need for improvement in reading and writing. Our certified ESL teacher is intensely working to meet the students' needs in reading comprehension and in writing skills.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL Teacher. If the parent indicates a language other than English on three or more of the answers, the certified ELL Teacher automatically enters the OTELE Alpha Code. At this point the certified teacher informally interviews in English or the native language the parent/guardian and the student. Translation services are provided by the certified teachers Ms. Gabriel for Haitian Creole and French, Ms. Maldonado for Spanish and Ms. S for the Arabic translation. Within ten days of entry, new entrants are tested by the certified ELL instructor using LAB-R. For students who speak Spanish at home and score at below proficiency on the LAB-R, the Spanish LAB-R is administered by our certified teacher Ms. N. Maldonado.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parent orientation is offered at the school site within ten days of a new admit by the certified ESL Teacher and the Parent Coordinator. Interpretation services are available using bilingual certified staff members. The three program choices (Transitional, Bi-lingual, Dual Language, Free Standing ESL) are explained and discussed. Parents are offered an opportunity to visit the three programs to assist them in making an informed decision. If the parent does not make an immediate decision, they are given five days to return the form. Then, if the form is not received within another three days, phone calls and home visits are made to assist in obtaining the form. Parents who have chosen Transitional Bilingual Education or Dual Language Program are informed in writing and via telecommunications as soon as the total number of students is reached for full class size.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After the program orientation is completed by the ESL certified teacher, the entitlement letter, parent survey and program selection form are provided to the parent for selection of the program. As service must commence within ten days, the parent is encouraged to make an informed decision without delay. If the parent/guardian needs to take more time or is planning on visiting programs that are not in the school, the parent takes the letters home. A phone call is made to the parent within five days to ascertain a decision. Follow up, including home visitation is done if the form is not returned within two days to ensure that the student is enrolled in the program of their choice. After the parent makes a choice, depending on program availability, the parent receives a program placement letter. Copies of entitlement letters are kept in a binder in room 203A. Copies of the entitlement letters are made prior to distribution and are kept on file. Follow up requests are made as needed to ensure collections of parent survey and program selection forms. Phone calls are made reminders are sent home for the return of letters. Once, parents return letters and forms, the returned letters and forms are stored along with the copies of the originals.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At registration parents fill out the HLIS form. If the parent/guardian answered other than English for any three questions, parent/guardian and student are informally interviewed by our ESL certified Teacher. Interpreters are available, the certified ESL teacher Ms. Gabriel for French and Haitian Creole, Ms. Maldonado for Spanish, and Ms. Swany for the Arabic translation. The child is registered while makes a decision as to which program to select, the LAB-R is administered to the student to formalize eligibility. The Certified ESL Teacher hand-score the exam, then assigns the student to the appropriate level. After administering the LAB-R, students' results as well as parents' choices are indicated on the ELPC screen within twenty days. If the parent/guardian decides that the child should attend another program, the Certified ELL instructor will assist in a smooth transition to the new school. Placement letters are maintain in a binder in room 203A. Continuation of entitlement letters are distributed returning students and sent home to parents at the beginning of the school year. Copies of the continuation of services are kept in a binder in room 203A.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to ensure that all students receive the NYSESLAT annually, a RLER "Y" indicator for NYSESLAT is generated. The certified ESL Teacher after careful review of the different components of the NYSESLAT (listening, speaking, reading, and writing), plans and

delivers instructions accordingly. Schedules of the exams are posted in school. The principal and parents are informed of scheduled dates of the NYSESLAT. The four components of the NYSESLAT are administered accordingly. Thus, after printing the list of eligible students for the NYSESLAT, a letter is sent home informing the parents of the test schedule, students are then administered the component in groups as well as individual when required. The NYSESLAT administration usually covers during the months of April and May.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed that the majority of our parents chose the Free Standing ESL Program. All recorded by our certified ESL Teacher. At our school we have the availability of a Free Standing ESL Program for students in grades K-8. Trend in Parent Choice Letters Parents/Guardians choose the program that will best suit their children's needs. For the past five years 100% of our parents chose the Free Standing ESL Program as their first choice, students have been placed and served accordingly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Instruction for ELLs is delivered in ways to accommodate individual learning styles. (e.g., visual, auditory and kinesthetic). Instruction models for ELLs rely on the workshop model approach, collaborative learning model, differentiated instruction, and using different entry points (modalities of language learning: listening, speaking, reading, and writing). At PS/IS 165K, the Department of Education requires the use of the New Core Curriculum Standards grade level in reading, writing, listening, and speaking. A variety of structures, i.e., read-aloud, guided reading, shared reading, and interactive writing are used in individual and small group conferences. Our seventh and eighth grade use a departmental schedule. The rest of the school has self contained classes. Supplemental services are provided by both Push-in and Pull out certified staff members. Our classes are heterogeneously grouped.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native languages the LAB-R is offered in Spanish, Math and Science tests are provided in native language, bilingual dictionaries, and native language glossaries are available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated in all four modalities (listening, speakin, reading, and writing)of English Language Acquisition. Unit test is given at completion of every unit of study as well as through the periodic ELL assessment administered twice a year, in the fall and in spring.
6. How do you differentiate instruction for ELL subgroups?
- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

development, summarizing, inference, drawing conclusions among others will be reinforced throughout English Language Arts and content areas.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

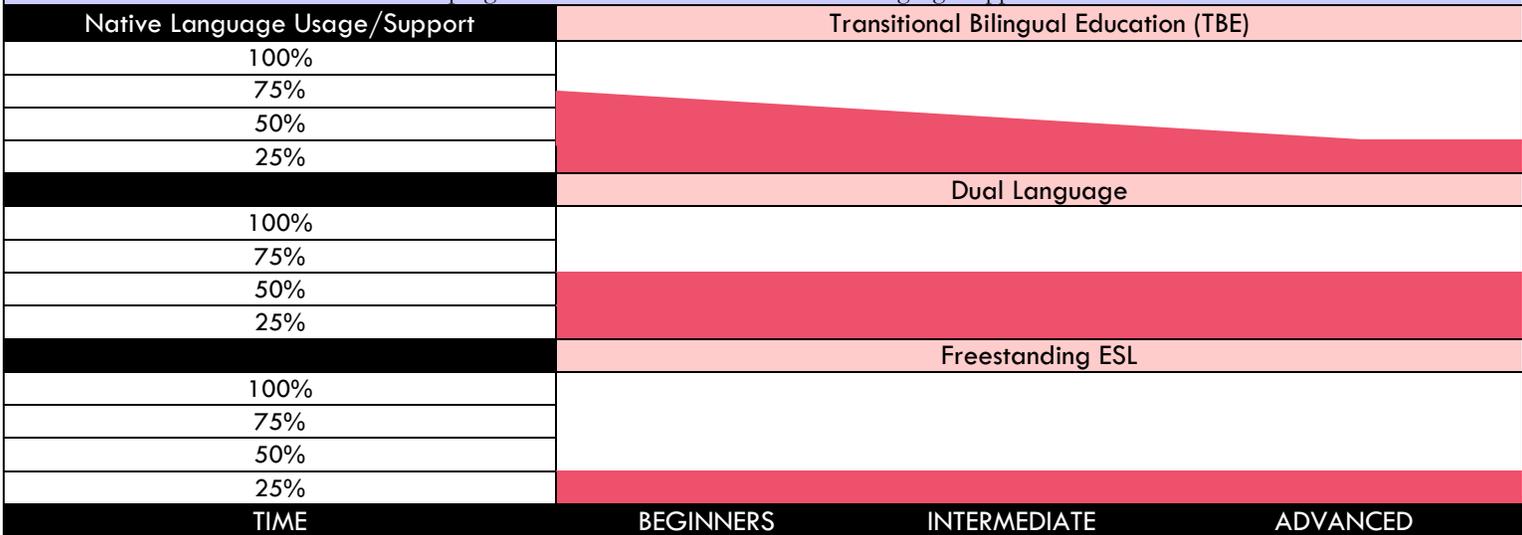
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELL students are eligible for all intervention services offered by our school. Tuesday, Wednesday, and Friday students can attend an additional 60 minutes of intervention activities. Our certified ESL Teacher and the SETTS teachers work collaboratively to plan and serve our ELL students. Intervention in English Language Arts, math, and other content areas is done in English with native language support, i.e, bilingual dictionaries, glossaries, google text translate. Small group instruction for targeted students is done during extended day and after school programs, Tuesday and Wednesday from 2:20-4:15pm., Friday from 2:30-4:30pm. focusing on all content areas, i.e., ELA, Math, social studies, and science. Interventions during the mandated day time are aligned with students needs based on assessment results. Our ESL Teacher, SETTS Teachers work collaboratively with content area teachers to effectively facilitate the flow of learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At PS/IS 165K, our ultimate goal is helping all ELLs reach proficiency. The ESL Teacher in collaboration with content areas teacher plan and drive instruction according to students' needs. Our certified ESL teacher continues servicing our ELLs up to two years after attaining proficiency, former ESL students are entitled to academic enrichment and use the service as a safe harbor.
11. What new programs or improvements will be considered for the upcoming school year?
- As of date, our ELLs are eligible to participate in all extracurricular activities. In addition to our extended day program and after school program, Saturday test taking strategies program will be available to all ELLs for this upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ESL students receive equal access to participate in all programs, i.e., extended day program, after-school tutoring program or any other extra curricular activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following materials are used to support ELLs at our school:
- Beginner
- Visions- Basic Language and Literacy: Thomson Heinle, Linse-Yedlin
- Moving into English: Harcourt
- Phonics Practice Book: Harcourt
- Go Math Common Core
- Ready Gen Pearson
- Common Core Science
- Social Studies: New York City: Houghton Mifflin
- Native language Literature Books
- Native Language dictionaries and glossaries
- Intermediate
- Vision- Language and Literature- Content level A: Thomson Heinle
- Go Math Common Core
- Common Core Science
- Ready Gen Pearson
- Native Language Literature Books
- Native Language dictionaries and glossaries
- Advanced
- Visions- Language and Literacy Content Level B: Thomson Heinle, McCloskey-Stack
- Connected Mathematics: Lappan, Phillips, Fey, Friel
- Codex - Scholastic Common Core
- Social Studies United States History: Holt McDougal
- Native Language dictionaries
- Native Language glossaries
- Native Language Literature Books

Common Core Science

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language is supported in our Free Standing ESL program by the use of Bilingual dictionaries, glossaries of content areas, Spanish LAB-R, Native Language Literature books, google translation, and interpreters.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ESL students receive services accordingly. Our ESL teacher and content area teachers plan and drive instructions using results from the LAB-R, NYSESLAT, teacher created assessments, end of unit tests, NYS standardized Test, and individual educational plan for student with special needs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Our school sends a Welcome Pocket including Community Resources, Parent Handbook, Translation and Interpretation Unit information, and Parent Coordinator's contact number along with official registration info.
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The school has a PTA, in which parental participation is encouraged. Our PTA meets on the third Wednesday of each month. Our SLT meets once a month. A Principal's newsletter containing information and calendar of events goes home to parents each month. Calendar of In-house activities is posted in the main office. Interpreters and Translation of newsletters are available, Ms. M. Gabriel for French and Haitian Creole, Ms Maldonado and Ms Balesteros for Spanish translation and Ms. Swaney for the Arabic Translation. Parent volunteers are encouraged to accompany students on school trips.
Our parent coordinator coordinates workshops inviting parents to take active roles in the school learning culture. To welcome our parents on becoming partners in their children's education, parents are provided a welcoming atmosphere and communication is done in their preferred language throughout the year.
 2. We do not partner with any organization to provide workshops for ELL parents; however, we send notices of workshops that might be of their interest. All notices are sent home in the parents' language of preference.
 3. Our school as an open door policy. Parents are strongly encouraged to take active parts in their children's education. Parent Surveys are done in order to better assess the needs of parents. Parents are offered opportunities to make suggestions on topics of interest.
Surveys are done in checklist format and cover academic and family living topics. Space is provided for additional topics.
Among academic topics covered by surveys:
Learning Styles and Strengths/ Multiple intelligences
Common Core Learning Standards
Promotional Policy
Preparing your child for standardized tests
Understanding Parents' Rights
Understanding Special Education
Graduation Requirements
Preparing your child for college

Among family living Workshop
Discipline vs Child Abuse
Student/Parent's Rights
The Importance of Cultural Identity
Delinquency Reform and Black/Latino Child
Tailoring Your Parenting Style to Meet Your Child's Needs
Eating Healthy on a Limited Budget
Understanding YOur Child's Developmental Stages
Prioritizing Goals and Responsibilities
4. Based on responses from surveys, workshops are scheduled accordingly. Throughout the school year, calendar of workshops, phone calls are made to parents, and notices of meetings are sent home as invitations to participate in parent workshops. Parents have the opportunity to acquire knowledge and strategies to better help their children by attending workshops and in joining our school culture.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

Part VI: LAP Assurances

School Name: 165K

School DBN: 23K165

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23k165

School Name: Ida R. Posner

Cluster: 6

Network: 611

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

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

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____ |
| Total # of ELLs to be served: 26 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 2 |
| # of certified ESL/Bilingual teachers: 1 |
| # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |