

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ROBERT E SIMON
DBN (i.e. 01M001): 03M165
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School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Aracelis Castellano Folkes	*Principal or Designee	
Diana Botet	*UFT Chapter Leader or Designee	
Yael Denbo	*PA/PTA President or Designated Co-President	
Jenie Fynn	Parent	
Claudia Rivera	<i>Teacher</i>	
Lawrence Lee	CBO Representative, if applicable	
Michael Molloy	Member/ Teacher	
Yesenia Guzman	Member/ Teacher	
Nicole Siegel	Member/ Teacher	
Maria Martinez	Member/ Parent	
Daniel Oppenheim	Member/ Parent	
Chris Durning	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Improving Teacher Effectiveness

As per the new teacher and principal evaluation system, administration and 100% of teachers, by June 2015, will participate in professional learning communities, as measured by professional development agendas, School Cabinet and Think Tank Team agendas, curriculum mapping, teacher lesson planning, and data inquiry.

Comprehensive Needs Assessment

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

After analyzing teacher evaluations, grade level standards, curriculum mapping and teacher pedagogy, and other multiple sources of information that assessed the impact of professional learning it was determined that a refinement of the collaborative instructional practices at PS/MS needed to be modified. The impact of this needs assessment will be seen in classroom practice and student outcomes. Teachers will engage in professional development and bring instructional strategies back to vertical and horizontal teams. School leaders will reflect on teacher practice and pedagogy and develop their strengths based on identified areas of growth.

Instructional Strategies/Activities

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

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

1. We will provide professional development opportunities, facilitate inter-visitations and commit to supporting teacher SMART goals and modeling for teacher improvement. Teachers will use DDI spreadsheets to track student progress and adjust curriculum based on student performance through the Corrective Action Plans.
2. Teachers and administrators will engage in ongoing processes monitoring of student data and provide tier 1 interventions through the use of DDI/Corrective Instruction Action plans and monitoring and regularly analyzing diagnostic data.
3. School cabinet and Think Tank Team will analyze school-wide data in order to assess the impact of teacher effectiveness, the instructional focus and self-monitor the professional development for corrective action and build teacher efficacy.
4. Teachers will increase student engagement integrating accountable talk moves (turn and talk) and explicit partnership structures to develop critical student thinking and offer opportunities for students to explain their thinking and making their thinking visible.
5. All target groups (SWD's ELLs) will have supported multiple entry points, differentiation strategies and multiple problem-solving methods to be included in curriculum mapping and lesson planning by all teachers and monitored by administration

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

1. Literacy and Math Coaches, lead teachers, special education teacher, professional development team, assistant principals and principal

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

1. Analyzing data from TC Running Records, Go Math and CMP3 unit assessments (formative) baseline math and ELA assessments (summative) monitoring student progress through math trackers and ELA trackers. Teachers will create and analyze data driven instructional (DDI)spreadsheets to utilize it as a skills assessment to create corrective instruction action plans.
2. The Danielson rubric will be used to measure teachers effectiveness in 1e, 3c & 3d

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

1. October 2014 – June 2015

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

1. Professional Development will take place every Monday and Tuesday as per the new teacher contract, teachers will attend calendar days at Teachers College, teachers will conduct inter-visitations to view best practices, literacy coaches will host professional development sessions based on individual instructional needs, coaches will model lessons, assist with writing effective lesson plans, the administrative team will meet weekly to share observations to monitor and evaluate instructional practices

Strategies to Increase Parent Involvement

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

Development of Parent University, open classroom visits, common core workshops, parent tours, creation of Learning Leaders, PTA sponsored curricula programs, principals newsletter in collaboration with the PTA, Lightsail (integration of literacy and technology program), collaboration with the Korean heritage foundation, Boys and Girls Harbor, Saturday Academy Parent Institute, ELA publishing celebrations, commemorating diversity through international and festive celebrations.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 100% of students will be engaged and take advantage of an embedded social emotional learning program and activity (Boys and Girls Harbor, Town Hall Meetings, Leap) to support high academic achievement and personal growth, as measured by student and teacher surveys that illustrate the impact of their social and emotional development within the classroom and school community. These programs will allow students to achieve at their highest level by affording opportunities for teachers and other staff to increase their knowledge of students. Our schools vision is for all students to experience vigorous instruction in preparing students for success and college careers by decreasing suspensions and increasing engagement and participation in school- wide activities.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After engaging in family communication, analyzing IEPs, conduct sheets, guidance and student support services (at-risk) PS/MS 165 determined that a social and emotional learning program needed to be embedded into the curriculum in order to foster a positive learning environment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. 4R's curriculum will be taught during advisory in the middle school and have implemented the 4R's into the 4th grade 2. Monthly Town Hall Meetings 3. Monthly assemblies for academic achievement and attendance awards 4. Student Council 5. Creation of action plans for student with emotional needs 6. School dances for grades 5-8 and family movie nights for families in grades K-8 7. Respect for All curriculum
B. Key personnel and other resources used to implement each strategy/activity
1. Boys and Girls Harbor, Morningside Center for Social Responsibility, additional guidance counselor, assistant principals and social worker, New York Philharmonic, Music in the Brain and the LEAP arts program to support creativity and expression, CHAMPS program and the NBA skills challenge, Chess Club, YMCA, Booker T. Afterschool Program, ACT, Bank Street Afterschool, Yoga, New York Cares Service Projects, E3 Sports
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. All student targets will be evaluated by their academic and personal behaviors; this includes learning habits and skills that supports academic readiness and includes non-cognitive social emotional qualities that support resiliency and college and career readiness. This will be done by persistence, engagement, work habits and communication skills and self-regulation 2. Review of in house surveys
D. Timeline for implementation and completion including start and end dates
1. October 2014- June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Town Halls are scheduled into monthly calendar, invitations to parents, phone blasts, support for academic and personal growth (resources located on the DOE website under academic and personal behaviors) school wide celebrations and assemblies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
"Cool Culture" for 165 families to attend events, parent orientation for elementary and middle school, hosted the District 3 Fairs, Club Leo Spanish Literacy Event, Winter Solstice, middle school talent show, parent university, workshops and institutes for parents around the common core

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

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

A Shared Path to Success for Special Education Students –
 By June 2015 Special Education students in self-contained and ICT settings will demonstrate progress towards achieving state standards in math and ELA measured by a 3% increase. Students in special education and ICT settings will move two levels in reading by 2015, measured by teachers college running records

Comprehensive Needs Assessment

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

Based on our 0% gains on the School Quality Guide it was determined that students with IEPs needs foundational readings skills and strategies to support reading habits and progress.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Building teachers knowledge around reading habits, benchmarks, text complexity and reading behaviors
 2. Provide professional development on the characteristics that define each level for Fountas and Pinnell
 3. Increase accessibility to new texts and how to engage students in problem solving rather than having students read the text perfectly
 4. Utilize teacher college staff developers to provide modeling and text selection and building more knowledge around explicit teaching through lean prompts and recording student behaviors.
 5. Lightsail as a tier III intervention and differentiation tool to support the various ranges of student learning.
 6. Observe model lessons
 7. Creating a Foundations in Literacy and math after-school programs
 8. Using the “Matching books to Readers”
- B. Key personnel and other resources used to implement each strategy/activity**
1. TC Staff Developers, Literacy Coach, Assistant Principals, Network Support, IEP Teacher, Orton Gillian, Classroom Teachers
 - 2.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Baseline assessments, reading and math trackers, unit assessments and professional development evaluation tool
- D. Timeline for implementation and completion including start and end dates**
1. October 2014-June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Professional Learning Monday’s and Tuesday’s, lab sites, common planning meetings

Strategies to Increase Parental Involvement

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

Development of Parent University, open classroom visits, common core workshops, parent tours, creation of Learning Leaders, PTA sponsored curricula programs, principals newsletter in collaboration with the PTA, Lightsail (integration of literacy and technology program), collaboration with the Korean heritage foundation, Boys and Girls Harbor, Saturday Academy Parent Institute, ELA publishing celebrations, commemorating diversity through international and festive celebrations.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, Foundations, Guided Reading, Sounds and Motion	Small Group	Extended Day (50 minutes) & in class
Mathematics	Go Math , CMP3, CCLS	Small Group	Extended Day (50 minutes) & in class
Science	Use of manipulatives, completion of science projects and integration of informational text and writing into science.	Small Group and Individual students	IN Class
Social Studies	Students develop informational literacy using social studies content, nonfiction text and articles to amplify social studies concepts and skills.	Small Group and Individual students	IN Class
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Work, Guidance Counselor	Small Group, one to one	During the School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have established partnerships with college and universities. We look to them for recruitment and professional development. We also have and math and literacy coach on staff as well as, support from our network. Common Planning periods are built within the schedule so that content area teachers can plan across the curriculum aligned to common core.

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).
Feedback is provided to teachers on a regular basis along with actionable feedback. Administrators are supported with PD's from the network and CSA to better guide best practices in order to help all students meet academic achievement.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Workshops provided by guidance counselors and School Based support Team are offered to all stakeholders (parents, staff and students.) Students in temporary housing were given e-readers, math games and resources to assist with meeting academic and social goals. Uniforms and backpacks were purchased and distributed to students in temporary housing in pre-K and Kindergarten

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parents in the pre-K are offered workshops about common and the new common core to prepare them for kindergarten. Pre - Kindergarten teachers are common planning for readiness for kindergarten.

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.
Teacher team inquiry meetings are held on each grade to plan curriculum based on common core and assessments are created using rubrics and next steps for individual plans and units of study. Data from conferring notes, unit exams, formative and summative assessments are analyzed regularly in order to improve and differentiate instruction

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 03M165

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$470,306.43	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$140,896.00	X	See action plan
Title III, Part A	Federal	\$17,116.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,203,086.00	X	See action plan

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.

**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 0	Borough Manhattan	School Number 165
School Name Robert E. Simon / Global Scholars		

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 Ms. Aracelis Castellano	Assistant Principal Ms. Thomas-Lewis/Ms. Simmonds
Coach Ms. Scanlon	Coach Mr. Toral
ESL Teacher Ms. Chan / Ms. Carrasquillo	Guidance Counselor Ms. Frazier
Teacher/Subject Area Ms. Rodas / Grade 4	Parent Kyle Clayton/Nicole Miller
Teacher/Subject Area Ms. Grimaldi / Grade 3	Parent Coordinator Ms. Beltran
Related Service Provider Ms. Dignan/SETSS	Other Ms. Rivera/ELA
Network Leader(Only if working with the LAP team) Mr. Lucius Young	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	14	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	859	Total number of ELLs	149	ELLs as share of total student population (%)	17.35%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	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>	2	2	2	2	2	2	1	1	1	0	0	0		15
Freestanding ESL														
SELECT ONE	2	2	2	2	2	2	2	2	2	0	0	0	0	18
SELECT ONE														0
Total	4	4	4	4	4	4	3	3	3	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	12
SIFE	13	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	60	12	0	22	1	0	2	0	0	84
ESL	23	0	7	13	0	3	4	0	2	40
Total	83	12	7	35	1	3	6	0	2	124

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13	27	10	29	6	30	12	26	13	20	8	28	13	15	10	11	12	16	97	202
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	13	27	10	29	6	30	12	26	13	20	8	28	13	15	10	11	12	16	97	202

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>39</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>39</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	0	5	3	1	4	4	12	2	3					34
Chinese		1		1										2
Russian	1													1
Bengali														0
Urdu														0
Arabic		2	1		1									4
Haitian														0
French			1	1			1							3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2					1	2	2					8
TOTAL	2	10	5	3	5	4	14	4	5	0	0	0	0	52

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)	7	7	1	2	3	2	6	8	6	0	0	0	0	42
Intermediate(I)	0	9	4	3	5	2	4	2	3	0	0	0	0	32
Advanced (A)	8	4	6	10	10	8	17	4	8	0	0	0	0	75
Total	15	20	11	15	18	12	27	14	17	0	0	0	0	149

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	11	5	1	0	17
4	8	7	0	0	15
5	19	5	0	0	24
6	7	2	0	0	9
7	12	2	0	0	14
8	7	2	1	0	10
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	4	2	5	2	2	1	0	18
4	3	1	4	6	1	1	0	1	17
5	16	8	1	1	0	0	0	0	26
6	5	4	1	0	1	0	0	0	11
7	8	7	1	0	0	0	0	0	16
8	8	0	3	0	0	0	0	0	11
NYSAA Bilingual (SWD)	0								0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	1	4	4	4	17	32
8	2	0	8	0	2	0	0	110	122

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	17	18	8	3	18	31	38
Chinese Reading Test								

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.
The assessment tools that we use at PS/MS 165 are the TCRWP / DYO running records in English. We use teacher observations and

conferring notes. We also use the DRA (Developmental Reading Assessment) in Spanish. The data that we have gathered about our ELLs' early literacy skills highlight the need for continued instruction in phonics, reading for fluency, and reading for comprehension. Our students also have a need for greater vocabulary development. This is the reason we use K-8 Wordly Wise, a research-based vocabulary development program. Gathering, reviewing, and studying our collective data allows administrators and teachers to plan instruction with horizontal and vertical alignment.

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

In our assessment analysis, we see that in kindergarten, our ELLs are divide almost equally between the beginner/Intermediate and Advanced Levels. (In scoring the kindergarten Lab-R, there is no distinction between Beginner and Intermediate. In the chart, we have placed those kindergarteners at the Beginner Level.) There are 7 Kindergartener ELLs who are at the Beginner Level based on the Lab-R and 8 Kindergartener ELLs who are at the Advanced Level based on the LAB-R.

The NYSESLAT results for ELLs in grades 1, 2, and 3 yield varying results. Children in grade 1, who were taking the NYSESLAT for the first time as end-of -the -year kindergarteners, scored mostly at the Beginner or Intermediate Levels(7 and 9 students respectively). Four ELLs scored at the advanced Level. Children in grade 2 scored mostly at the Advanced Level. In grade 3, the majority of students scored at the Advanced Level.

As we move up the grades and see the results for grades 4-5-6-7-8, we notice that the mode of the NYSESLAT results is the Advanced Level. This indicates that our ELLs are closest to passing the NYSESLAT when they are in the upper grades.

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

The patterns across NYSESLAT modalities indicate that students perform best on the Listening/Speaking parts of the test. Many more children scored Proficient on the Listening/Speaking subtests than on the Reading/Writing subtests. More intense instruction and focus needs to be placed on reaching higher levels on the Reading/Writing subtests, in order that our ELLs pass the NYSESLAT.

An item-analysis of the NYSESLAT indicates that comprehension is an area of focus for our English Language Learners. Staff developers from Teachers College work with all classroom teachers and Related Service Providers. Together, we have realigned our work with TC. They work with us to create strategic mini-lessons to develop ways to enhance comprehension for the students.

Reading passages pose a problem for our ELLs. Teachers work with students to understand passages better by figuring out the genres of the passages; focusing on strategic vocabulary words of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changes; and making inferences.

The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum

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

4a. ELLs at P.S. 165 score better on tests taken in the native language compared to tests taken in English. Among the ELLs who took the ELA 72% scored at Level 1, 26% scored at Level 2, 2% scored at Level 3, and 0% scored at Level 4. On the ELE Spanish Reading Test, 19% scored at Q1, 32% scored at Q2, 34% scored at Q3, and 15% scored at Q4.

4b. Item-analyses of the ELL Periodic Assessment indicate that the two biggest challenges are Reading and Writing. Reading passages pose a challenge for our ELLs. Teachers work with students to understand passages better by figuring out the genres of the passages; focusing on strategic vocabulary works of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changed; and making inferences. The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

4c. Item-analyses of the ELL Periodic Assessment indicate that the two biggest challenges are Reading and Writing. Reading passages pose a challenge for our ELLs. Teachers work with students to comprehend passages better by figuring out the genres of the passages; focusing on strategic vocabulary words of a passage; knowing the sequence of events; jotting down summary notes; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changed; and making inferences. The other big challenge for our ELLs is writing. The vocabulary and cloze exercises pose challenges for our ELLs. This indicates that grammar must be taught more explicitly so that students understand the rules of English. This is the reason we use Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum. Native language is used on days when it is a Spanish day for the Dual Language classes. In monolingual classes, we are able to ascertain what components of the native language are necessary. The ELLs have Bilingual Glossaries for Math, Science, and Social Studies. The ELLs also have bilingual dictionaries in Chinese and Korean. Apps on iPads provide grammar and phonics help for our Newcomers.

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](#).)

Ells are treated as their peers. DYOs, on demands, state assessments and performance based tasks as well as teachers notes are used for Ells within the Response to Intervention framework to guide instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL teachers make sure that a child's second language development is considered in instructional decisions. ELL teachers take into consideration the stages involved in acquiring a language with both oral and academic proficiency. In the Pre-Production stage the student is a listener(silent period) and responses are non-verbal. Total Physical Response (TPR) method is effective as a teaching strategy for this stage. In the Early-Production stage, the student will respond using key words only. Teaching strategies consist of asking questions that elicit yes or no answers. In the Speech Emergence stage the student begins to generate complete sentences. Opportunities for students to interact for meaning are critical for language acquisition. In the Intermediate Fluency stage errors are fewer and instruction on grammar is now appropriate if done in a meaningful text. In the Advanced Fluency stage, students communicate very effectively, orally and in writing, in social and academic settings.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

a. The English Proficient students (EPs) are assessed in the second (target) language with El Examen de Lectura en Español (ELE), a Spanish Reading Test.

b. The level of language proficiency in the second (target) language for EPs is as follows:

10 students scored at Q1 (1st-25th percentile)
17 students scored at Q2 (26th-50th percentile)
18 students scored at Q3 (51st-75th percentile)
8 students scored at Q4 (76th-99th percentile)

c. The majority of EP students performed on levels 2 and 3 in the ELA, Math, Acuity ELA, and Acuity Math exams.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs is determined by numerous factors. We look at how much our Dual Language and self-contained bilingual special education students increase in performance in English (ELA, DYOs, NYSESLAT), in Spanish (DRA, ELE), and in the other content-area exams (Math and Science). For our ELLs in the monolingual program, we evaluate success by looking at our students' performance on the ELA, NYSESLAT, and the other content-area exams (Math and Science). We also evaluate the annual NYCDOE Progress Report.

For our Progress Report 2010-2011, we received an A! Our overall score ranks us in the 93rd percentile of K-8 schools!

The Progress Report gives additional credit for "Closing the Achievement Gap." According to the Progress Report, "schools earn full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional credit can only improve a school's Progress Report. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point." For our school, our English Language Learners made exceptional gains, as we earned the maximum 1.0 point under the category of "English Language Learners." This is proof that the programming for our ELLs has enabled our ELLs to make gains toward English proficiency.

Our English Language Learners, however, are not represented only by data. The children acquire BICS (basic interpersonal communication skills) and must reach CALP (cognitive academic language proficiency), which is academic or school language. ELLs need to learn how to recall and summarize information and then advance to analyzing, synthesizing, and evaluating information. We want students to become independent thinkers as they move forward up the grades and prepared for college. ELLs learning in a new language are expected to comprehend complex content knowledge and vocabulary. This requires skill in a variety of cognitive, metacognitive, and social/affective strategies in order to be successful learners. Our vision for our students is that they become intelligent, hard-working, proud, kind, and caring members of society.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. When students are registered for school, one of the forms that parents complete is the Home Language Identification Survey (HLIS). The HLIS is a form that asks parents/guardians about the language(s) that their child speaks, reads, and understands. The answers determine a child's home language use to establish eligibility for the English Language Assessment Battery-Revised (LAB-R) and to plan instruction. For some of these incoming children, there is a language other than English or in addition to English that is understood. For these possible English Language Learners (ELLs), the ESL Teachers administer the Language Assessment Battery - Revised (LAB-R) within 10 days of the child's enrollment. If the child passes the LAB-R, s/he is not considered an ELL. If s/he does not pass the LAB-R and Spanish is the other language at home, then the Spanish LAB is administered.

In September, Ms. Chan and Ms. Carrasquillo (the 2 full-time ESL teachers, certified by New York City and New York State) hold the first of numerous Parent Orientations for all of the families of possible ELLs. During the meetings, parents learn about the Transitional Bilingual Education (TBE) program, the Dual Language Program, and the monolingual program with ESL services. They watch the NYC Department of Education (NYCDOE) Parent Orientation video in Spanish and English (or in any other language that is available, as needed). A Question-and-Answer session then takes place, followed by the introduction and completion of the "Parent Survey and Program Selection Form."

For those students who are mandated for ESL services based on LAB-R results, an annual assessment is administered during the spring. The New York State English as a Second Language Achievement Test (NYSESLAT) measures the proficiency levels of ELLs. If the child passes the NYSESLAT, s/he is considered proficient in English but will still be supported by teachers with ESL modifications. If the child does not pass, s/he will be an ELL for the following school year and will continue to receive ESL instruction

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.
.Parents of possible ELLs need to understand all 3 program choices before they decide for their children. An overwhelming majority of our incoming students are registered for school before the first day of school. For this reason, Parent Orientations are scheduled and provided for families. These numerous Parent Orientations are hosted by the ESL teachers and the Parent Coordinator. An overwhelming majority of our parents are Spanish-speaking. We play the NYCDOE video in which Joel Klein narrates and describes the 3 program choices offered by NYC. We are able to converse with parents in their native languages to clarify for them what a typical day in each of the programs might be like for the children, and what the long term goals are for each program. We are committed in our parents' being fully informed before they decide on the most appropriate program for their children.

For the families who do not attend the Parent Orientations, letters are sent home with surveys that need to be completed, signed, and returned. The “Guide for Parents of English Language Learners” from the NYCDOE is also enclosed and sent home. It comes in English and in 12 other languages. It provides a brief overview of the video. In addition, we created our own PS 165 explanatory sheet, which summarizes the video and includes information about the 3 program choices. We send this sheet home because it helps the parents fill out the survey. All of the above is done beginning in September and continues throughout the school year, as new students arrive at our school.

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

At our Parent Orientations, parents complete the “Parent Survey and Program Selection Form” and return them to us. For those parents who do not attend, we send the Program Selection Forms home with additional brochures that clarify the 3 program choices. We encourage parents to call us if they have questions. We also call home to remind them to return the forms and discuss the 3 program choices. We also meet parents at dismissal to ensure that forms are completed and returned.

As for the Entitlement Letters, the ESL teachers compile an annual “Roster of ELLs and Handscores” for their own records. This helps the ESL teachers determine the types of entitlement letters that need to be sent home. The letters are downloaded (in English and in the students’ home languages, if available), photocopied on school letterhead, completed, and sent home to all families who need to receive them. We also keep a copy of every entitlement letter that we send home. The photocopies of letters are kept in the ESL File Cabinet in the ESL Room.

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.

The criteria used to place identified ELLs are the HLIS, the LAB-R, the Parent Orientations, the Parent Survey and Program Selection Form, and conversations with parents. Parent Orientations (as explained in #1B) are hosted by the ESL Teachers and the Parent Coordinator. These meetings provide information about the TBE, Dual Language, and ESL programs. We inform parents that at our school we have dual language classes, monolingual classes, and self-contained bilingual special education classes. If the families prefer a TBE model for their children, we would work with them to find an appropriate school. They are also informed that if there are 15 families with ELLs who have the same home language within two contiguous grades or in the same grade (and select TBE as their first choice), a TBE class must be opened at our school.

We collect the Parent Survey and Program Selection Forms to ensure that identified ELLs are placed in the appropriate programs. Letters are also sent home to notify parents of placement and entitlement. Placement Letters are distributed to parents whose children are in the Dual Language Program or the English as a Second Language Program. Continued Entitlement Letters are sent home to those students who continue to receive ESL services. (For students who passed the LAB-R, Non-Entitlement Letters are sent home. For ELLs who passed the NYSESLAT and are therefore no longer eligible for ESL service, their families receive the Non-Entitlement/Transition Letters.) For the overwhelming majority of our students, their families receive the letters in English and Spanish. We also download the letters from the NYCDOE website in other languages such as Korean, Chinese, Haitian, and Arabic. Before sending the letters home, we make photocopies and keep them in the ESL File Cabinet, which is located in the ESL Room.

For parents who need assistance with language translation, the Parent Coordinator calls the City Translation Service Department. A translator over the phone helps us communicate with the parents so that we can serve the parents better.

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.

To determine the list of students who need to take the NYSESLAT, we print the following ATS reports: NYSESLAT Eligibility Roster (RLER) and NCLB Disaggregation Groups (RDGS). We cross-reference the names of ELLs listed on the RLER and the RDGS with the names of ELLs on our own “Roster of ELLs” to ensure that all ELLs take the NYSESLAT. We would have already printed the Exam History Report (REXH) earlier in the school year to know which students continue to be English Language Learners.

The NYSESLAT is comprised of 4 subtests: Speaking, Listening, Reading, and Writing. The tests are banded K-1, 2-4, 5-6, and 7-8. The Speaking subtest must be done individually, so the two ESL Teachers administer the test to each of the ELLs one-on-one in a quiet room. For the other three subtests, we adhere to the window of testing days and administer the subtests with assistance from classroom teachers and Related Service Providers. ELLs who are absent must take any subtests missed, to ensure that 100% of the tests are administered to the students.

Our Test Coordinator, Ms. Thomas Lewis, will schedule the dates and assignments of the administration of the NYSESLAT. She will ensure that all of our ELLs take the 4 parts of the NYSESLAT

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, the trend in program choices that parents have opted for has overwhelmingly been in favor for the Dual Language program. The figures are:

2011-2012: Dual Language 64% / ESL 36% / TBE 0%

2010-2011: Dual Language 58% / ESL 28% / TBE 14%

2009-2010: Dual Language 64% / ESL 36% / TBE 0%

2008-2009: Dual Language 60% / ESL 40% / TBE 0%

2007-2008: Dual Language 81% / ESL 19% / TBE

Yes, the program models offered at PS 165 are aligned with parent requests. We have Dual Language classes from grades K-8 and monolingual classes from grades PreK - 8. We have two full-time certified ESL teachers. The trend is that most Spanish-speaking parents of ELLs place their children into the Dual Language program and parents of children with other languages opt for the ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The organizational models of ESL instruction are mostly Push-In, with some Pull-Out periods. In a Push-In model, the ESL Teachers stay in the classroom with the classroom teachers. They work with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The majority of our ESL Program is provided via a Push-In model. ESL Teachers and classroom teachers plan together in order that the lessons run smoothly and student learning is maximized. No time is lost for traveling between classes. A minority of the ESL instruction is provided via Pull-out periods. These are usually for ELLs who are Newcomers, who are mandated for 360 minutes of ESL instruction per week. For 5 of the 8 periods, they receive Push-In ESL. For the other 3 periods, the Newcomers benefit from a Pull-Out program in which they receive targeted phonics instruction and oral language practice.
 - b. The program models are same-grade, multi-grade, heterogeneous, and homogeneous. Ms. Carrasquillo teaches ESL grades K-4 and Ms. Chan teaches ESL grades 5-8. In some classes, the ELLs are in the same grades. There are also classes in which the students are from different grades, grouped according to students' needs. Most ELLs are taught in a Push-In model, and some are taught via both the push-in and pull-out model because they are mandated for 360 minutes of ESL service per week. They receive services in their classrooms Monday-Friday for a total of 5 periods, and then pulled out for the other 3 periods throughout the week.
 As for the Dual Language classes, the K classes are self-contained. One teacher is with the same group of children all year and teaches in both English and Spanish, alternating the language each day. Grades 1-5 are roller coaster side-by-side and grades 6-8 are side-by-side. In a roller coaster side-by-side model, there are two Dual Language teachers for that grade. In Grade 1, for example, the Dual Language classes are Classes 103 and 104. The children of 103 start the day with 103 Ms. Raza. Shortly after lunch, Class 103 switches and spends the rest for the school day with 104 Ms. Pizzaro. The following morning, the children of 103 begin their day with 104 Ms. Pizzaro and will then be with 103 Ms. Raza after lunch.
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)?
 Ms. Chan and Ms. Carrasquillo are the 2 full-time certified ESL teachers who work with our ELLs in the monolingual classes. They maintain records of our ELLs school-wide and fully serve all the ELLs according to their levels of ESL. ELLs are entitled to either 180 or 360 minutes of ESL per week.

 The Dual Language classroom teachers of PS 165 also provide the mandated number of instructional minutes to our ELLs. They are K-013 Ms. Menendez; K-014 Ms. Solis; 1-103 Ms. Hackett; 2-203 Mr. Aguilar-Moreno; 3-303 Ms. Grimaldi; 4-403 Ms. Bard; 5-503 Ms. Pena; 6-603 / 7-703 / 8-803 ELA Ms. Rivera.
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.
 Content area instruction is delivered in each program model by using units of study. We use Understanding by Design as the planning model. We start with the essential questions of each lesson and then plan via backward mapping. For each unit, students complete performance-based tasks to show mastery of study through written exams and project-based learning. The language of instruction is either English or Spanish, depending on the teacher and the class being taught.

 Our literacy materials include leveled libraries in English and Spanish, Wordly Wise K-8, Fountas and Pinnell K-3, Foundations K-1, and Estrellita K-2. Our Science and Social Studies materials include hands-on tools such as maps, globes, scales, measuring cups, magnifying glasses, balancing scales, graduated cylinders, beakers, funnels, flasks, measuring spoons, and droppers. Culminating field trips enhance the children's understanding and appreciation of the lessons taught.

 Our mathematics curriculum is Go Math for K-5, and Connect Math for 6-8. Monolingual and Dual Language Teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by

which Math word problems are solved. Difficult word problems are presented and teachers help students analyze how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, tape measures, 3-D shapes, fraction strips, and scientific calculators.

Teachers use their interactive Smartboards to enrich content area instruction and language development. Google Images and Google Earth, for example, provide visuals so that students can internalize information better. We have a mobile cart of 25 iPads that teachers can borrow and use with their students. Newcomers use the iPads for its phonics, math, and bilingual apps.

Ms. Chan and Ms. Carrasquillo also use ESL methodologies and Sheltered English Instruction to enrich language development. They align their lessons with those of the classroom teachers. At PS/MS 165, our literacy curriculum is the Teachers College Reading and Writing Project. Realia, graphic organizers, TPR (Total Physical Response), role-playing, picture books, songs, and manipulatives are some of the tools and methodologies used to scaffold our ELLs' learning. The ESL teachers take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual Language teachers also employ ESL strategies and Sheltered English Instruction as they teach their students in English and Spanish. All teachers of ELLs modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways: by modifying speech rate and tone; by teaching direct instruction of vocabulary and grammar; by repeating key words, phrases, and concepts; by using concept clues and making extensive use of modeling strategies; and by relating instruction to students' background knowledge and experience. Dual Language teachers have resources for the students in English and in Spanish. ESL Teachers have resources such as iPads and bilingual dictionaries to support native language, which will enrich content comprehension and language development. All teachers are committed to advancing the ELLs in English proficiency.

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

The overwhelming majority of ELLs at PS 165 come from Spanish-speaking families. If the students are entitled for testing based on the Home Language Information Survey (HLIS), the LAB-R is the first assessment administered. If the child does not pass and is therefore an ELL for the year, then the Spanish LAB is also administered. In Dual Language classrooms, a Spanish Reading Test called El Examen de Lectura en Español (ELE) is the assessment used to evaluate proficiency in the native language.

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

.Ms.Chan and Ms Carrasquillo utilize the Empire State NYSESLAT workbook with their students throughout the year. By using this workbook, students become familiar with the types of questions on the NYSESLAT. The book is also divided into the 4 modalities of English Acquisition which are Speaking, Listening, Reading,and Writing.

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).

Some of our ELLs have special needs (ELL-SWDs), and we provide services in accordance with the children's Individualized Education Programs (IEPs) and mandates for ESL service. Teachers use scaffolding techniques to provide access to academic content areas and to accelerate English language development. Graphic organizers are a visual tool for students to divide information into categories. They also help students plan for writing. The use of realia stimulates learning and gets children engaged in the lessons. We realize that allowing extra time for ELL-SWDs to orally respond gives them the opportunity to process their thoughts before articulating aloud. Helping them feel safe and empowered increases their sense of ownership in their education. Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have with ELLs and offer ELA instruction 2 days a week and Math test prep 2 days a week Teachers differentiate lessons by planning for subgroups and the children's needs.

a.Students who are considered Students With Interrupted Formal Education (SIFE) come to school with many challenges. The

children have had interruptions with their formal education and therefore come to an English language school system academically behind in comparison with their peers. For these children, the transfer of the first language (L1) to the second language (L2) is challenging because their knowledge and skills in L1 are not on grade-level. For these students, intense instruction in L1 has to be provided before L2.

The trend with our SIFE population has been that they come from Spanish-speaking households and the parents always place their children into the Dual Language Program. The Dual Language Study Group of PS/MS 165 meets every other Friday, and the focus of their study from last year and continuing into this year has been the SIFE population. To help plan for instruction in our work with SIFE, upper-grade teachers collaborate with lower-grade teachers to learn primary-grade strategies and to borrow primary-grade resources or books that they can use in small groups with SIFE. This way, instruction can be differentiated with the use of picture books, realia, or graphic organizers. The language of instruction is Spanish.

The Instructional Cabinet of PS/MS 165 meets individually with teachers once a month to review the progress of students, including the progress of SIFE. Instructional materials that teachers plan to use are discussed with the Administrators. Ms. Thomas Lewis meets with teachers in grades PRE-K,- 5; Ms. Simmonds works with teachers in grades 6, 7, and 8. The Instructional Cabinet Administrator and teacher discuss Reading and Writing Level Action Plans for "at risk" students, many of whom are SIFE.

b. ELLs who have been in school for less than 3 years also receive the mandated number of minutes that they are entitled to for ESL services. These ELLs are grouped with Ms. Chan and Ms. Carrasquillo. Instruction is tailored to their needs, whether it is for phonics, fluency, or reading for comprehension. Since No Child Left Behind (NCLB) now requires ELA testing for ELLs after one year, our ELLs also participate in rigorous test preparation lessons. In addition to ELA test prep during the day, we will hold from January 2014 - March 2014 an after school Test Prep program. Our certified teachers will work with ELLs and offer ELA instruction 2 days a week and Math test prep 2 days a week.

c. ELLs receiving ESL service from 4-6 years are at risk of becoming long-term ELLs. Small-group instruction during the day is tailored to these children's needs. Strategy groups are formed in which teachers help students develop literacy skills by teaching Balanced Literacy. Activities can include Shared Reading, Guided Reading, or Read Alouds. The focus is on vocabulary, fluency, and comprehension. Extended Day from 2:40-3:17 Tuesday-Thursday provides an opportunity to students to get more individualized attention from their teachers. This year we are using Ready New York ELA and Ready New York Math. Academic after school programs will also be provided to further support their needs.

d. Long-term ELLs continue to receive the mandated number of ESL minutes to which they are entitled. Small groups are strategically set up throughout the day to provide differentiation of instruction for students. Strategy groups are formed in which teachers help students develop literacy skills by teaching Balanced Literacy. Activities can include Shared Reading, Guided Reading, or Read Alouds. The focus is on vocabulary, fluency, and comprehension. Extended Day from 2:40-3:17 Tuesday-Thursday provides an opportunity for students to get more individualized attention from their teachers. This year we are using Ready New York ELA and Ready New York Math. Dual Language classroom teachers have class libraries filled with books in English and Spanish, and textbooks in both languages. We use Wordly Wise K-8, Fountas and Pinnell K-3, Foundations K-1, and Estrellita in Spanish in Dual Language K-2. Our ELL-SWDs are in monolingual, Dual Language, and Special Education self-contained classes.

e. Classroom Teachers and out-of-classroom staff continually meet to discuss the needs of the former ELLs. For those former ELLs who are in grades 3 and above, they are entitled to testing modifications when they take the city and state exams. This applies for two years after they have passed the NYSESLAT. For the ELA, these former ELLs are entitled to extra time (time-and-a-half) and a third reading of the Listening Passage. On the Math and Science tests, these former ELLs are entitled to extra time, a bilingual glossary, tests booklets in English and in the home language (if available), and an oral translator (if a test booklet in the home language is not available).

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?

Some of our ELLs have special needs (ELL-SWDs), and we provide services in accordance with the children's Individualized Education Programs (IEPs) and mandates for ESL service. Teachers use scaffolding techniques to provide access to academic content areas and to accelerate English language development. Graphic organizers are a visual tool for students to divide information into categories. They also help students plan for writing. The use of realia stimulates learning and gets children engaged in the lessons. We realize that allowing extra time for ELL-SWDs to orally respond gives them the opportunity to process their thoughts before articulating aloud. Helping them feel safe and empowered increases their sense of ownership in their education.

Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have leveled the books in their classroom libraries. Dual Language classroom teachers have class libraries filled with books in English and Spanish, and textbooks in both languages. We use Worldly Wise K-8, Fountas and Pinnell K-1 and Estellita in Spanish in Dual Language K-2. Our ELL-SWDs are in monolingual, Dual Language, and Special Education self-contained classes.

Mr. Kendzor is the Technology Cluster Teacher who runs our Computer Lab. Ms. Dyer (twin sister) volunteers full time in the computer Lab to assist students of our school, some of whom are ELL-SWDs. We have a set of 25 iPADS that are kept in a cart and can be checked out by PS/MS 165 teachers for students to use throughout the school. Apps have been downloaded in English and in Spanish for students to improve their grammar knowledge, phonemic awareness, and Math skills. Every classroom at PS/MS 165 has a smartboard to enhance lessons across all subject areas. Teachers can facilitate the lessons or allow students to interact with the Smartboard. ELL-SWDs benefit from having visuals to enrich the lessons.

Our mathematics curriculum is GO MATH K-5 and Connect Math for 6-8. Monolingual, Dual Language Teachers, and Special Education classroom teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help analyze how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, 3-D shapes, tape measures and fraction strips. They also use their interactive Smartboards and depending on the grade, also have scientific calculators for the students.

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?

We are fully aware that each child comes to our school with his or her individual strengths and needs. The diverse needs of ELL-SWDs within the least restrictive environment are met with continual consultation among classroom teachers and specialists who provide ESL, Speech, SETSS, Occupational Therapy, Physical Therapy, and Counseling. Depending on the needs of the ELL-SWDs, related service providers teach via a push-in or pull-out model. The learning opportunities for the ELL-SWDs are optimal in both teaching models, as the service providers are cognizant of each lesson's objectives.

Courses Taught in Languages Other than English 

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

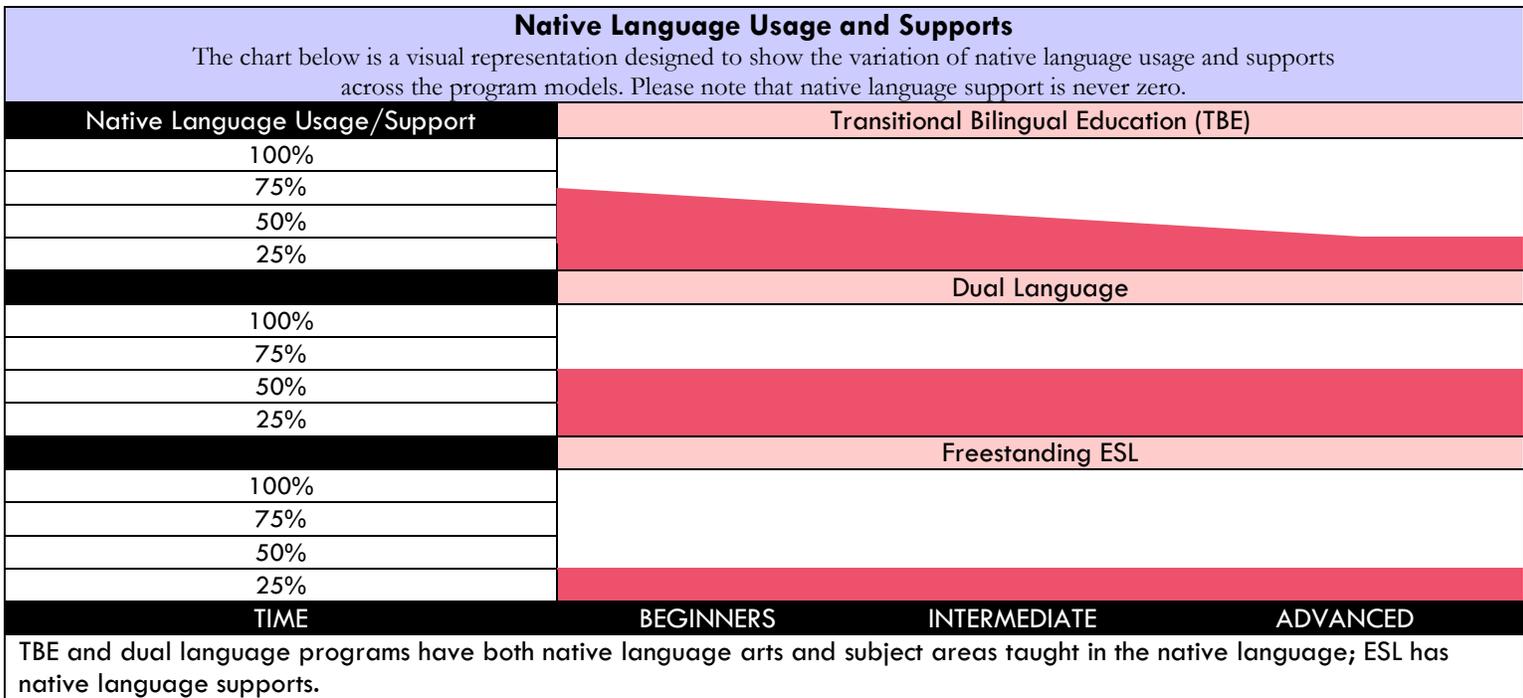
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

For all of the programs mentioned, the language used during instruction is either English or Spanish. We offer targeted intervention programs for ELLs in ELA, Math, and other content areas in English or Spanish, depending on the class in which the students are being taught.

Every school day from 2:10-2:30, we have a Social Issues period throughout the building. Our students and ELLs, in particular, benefit from engaging in conversation and practicing their social skills. For our ELLs, this is a time to strengthen their oral language with students who are English proficient. For our ELLs in Social Issues Grades K-1, the children are at Centers and Choice Time. The activities are developmentally appropriate to maximize learning. For our ELLs in Grades 2-5, the students study current social issues. For our ELLs in Grades 6-8, the social issues curriculum is called "Global Issues" and is a mandated course for our middle schoolers. The students and teachers work on monthly units by engaging in conversation and collaborating to develop possible solutions. Some of the issues are Community Development, Population, Poverty, Pollution, Water, Sustainability and Consumption, Quality of Life, and Looking to the Future.

Our Extended Day program is held Tuesday through Thursdays from 2:40-3:17. For 2 days a week we use Ready New York ELA and for the other 2 days, we use Ready New YorkMath. The ELLs who participate benefit from this targeted instruction, as the groups are small and they receive individualized attention from teachers.

Ms. Machado and Ms Dignan are our full-time Special Education Teacher Support Services (SETSS) Providers. They work with children who have special needs, some of whom are ELLs. They provide small-group intensive instruction in ELA, Math, and Social Studies. Ms. Machado teaches in English and in Spanish (depending on the students' IEP mandates for the language of instruction).

For Word Study this year, we are using Wordly Wise K-8. Children in K-3 are also being taught with the Fountas and Pinnell Phonics Program. Students in Dual Language K-2 are studying the Estrellita Program in Spanish. From November 2011-May 2012, we will offer our K-8 ELLs a Reading Intervention After School Program. We will also offer a Title III K-8 After School Program of Academic Intervention Services (AIS) one hour a week and Sports for one hour a week.

All teachers follow the Common Core Standards and review the Periodic Assessments to develop the targeted instructional lessons that address the needs of their students. They are aware of the goals and standards that the students have yet to reach. Based on the data and knowledge of the students, teachers create lessons for the targeted intervention.

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

The effectiveness of our current program and how it is meeting the needs of our Ells in both content and language development is determined by various factors. We look at how much our Dual Language and self-contained bilingual special education students increase in performance in English (ELA, DY0, NYSESLAT), and in Spanish (DRA, ELE), and in the other content-area exams(Math and Science).For our Ells in the monolingual program, we look at students' performance on the ELA, NYSESLAT, and other content-area exams(Math and Science).

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

There will be a six week afterschool for our new arrivals. Direct teaching toward s the NYSESLAT afterschool program is also being considered for the upcoming year. We do not plan on discontinuing any programs/services for ELLs.

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

We do not plan on discontinuing any programs/services for ELLs.

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

ELLs are afforded equal access to all school programs by participating in everything in which their peers are involved. The PS 165 calendar is sent home monthly and is written in English and Spanish. All school notices for parents are also written in English and Spanish. ELLs are given priority when notices about the ESL After School Programs are sent home. Our Parent Coordinator (Ms. Beltran) works closely with families and community organizations to provide contact, information, and assistance with after-school and supplemental services to our ELLs.

Our Extended Day Program runs from 2:40-3:17 Tuesday, Wednesday and Thursday. These small groups provide an opportunity to students to get more individualized attention from their teachers, which will strengthen their academic skills. This year for Extended Day we are using Ready New York ELA and Ready New York Math.

This year, we have partnered with organizations and nearby universities to provide supplemental services for our ELLs and our entire student body. Our partnerships are with Studio in a School, New York Philharmonic, Bank Street College, Learning Leaders, The Juilliard School, and Asphalt Green.

Our goals are for the ELLs to interact and learn with native speakers; to improve their oral language; to improve their academic skills across all subjects; and to enjoy being at school. The rationale for the programs is to provide the needed social and academic support for our English Language Learners. It is crucial that we help ELLs with socialization and academic skills. We need to help them acclimate to their new culture while helping them acquire a new language.

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

To support ELLs, we use a variety of instructional materials. Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have leveled the books in their classroom libraries. Dual Language classroom teachers have class libraries filled with books in English and Spanish, and textbooks in both languages. We have a school library in which Ms. Dyer volunteers full-time to accommodate class visits and help students borrow books to bring home. The ESL teachers also have a library in their room specifically for ELLs to borrow books. Bilingual Glossaries (downloaded from the website of The State Education Department / The University of the State of New York) have also been provided to our ELLs in Spanish and other languages as needed in the subjects of Math, Science, and Social Studies. This helps our ELLs with their classwork and can also be used during the State Math and Science Exams. Mr. Kendzor is the Technology Cluster Teacher who runs our Computer Lab. Ms. Dyer (twin sister) volunteers full time in the Computer Lab to assist students. We have a set of 25 iPads that is kept in a cart and can be checked out by PS / MS 165 teachers for students to use throughout the school. Apps have been downloaded in English and Spanish. We have purchased two iPads for our New Arrivals in monolingual classes who are from China and South Korea. These new ELLs will have phonics apps downloaded for them to practice grammar activities. They will use this in addition to their personal Chinese/English and Korean/English dictionaries. Every classroom at PS / MS 165 has a Smartboard to enhance lessons across all subject areas. Teachers can facilitate the lessons or allow students to interact with the Smartboard. Our mathematics curriculum is Envision Math for K-2, Everyday Math for 3-5, and Impact Math for 6-8. Monolingual and Dual Language Teachers from grades K-8 supplement their Math instruction with Math Exemplars, a CD Program that helps students understand the processes by which Math word problems are solved. Difficult word problems are presented and teachers help students comprehend how to dissect each problem to reach the correct answer. Teachers also supplement their Math lessons with manipulatives such as cubes and longs, practice clocks, decks of playing cards, 3-D shapes, and fraction strips. They also use their interactive Smartboards and depending on the grade, also have scientific calculators for the students..

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

Native language support is delivered through a 50/50 model in our Dual Language program grades K-5, and 50/50 model within the English Language Arts Classes in Dual Language grades 6-8. All of the teachers in our Dual Language Program, including those who teach the English component, are fluent in Spanish and can provide native language support for the ELLs as needed. Ms. Carrasquillo, one of the ESL teachers, can provide native language support to Spanish-speaking students in the monolingual classes. We teach phonics instruction and use picture books and picture dictionaries as deemed necessary. The ESL Teachers have downloaded bilingual glossaries from the website of The State Education Department / The University of the State of New York in languages such as Spanish, Arabic, Chinese, Korean, or Haitian. For grades 3-5 and 6-8, these glossaries are available for Math, Science, and Social Studies. They have provided the glossaries to our ELLs, who use them for classwork and homework. These glossaries can be used as part of the ELLs' testing modifications for the State Math and Science Tests. The ESL Teachers also have children's and adults' dictionaries in Croatian, French, Farsi, Spanish, Chinese, Polish, and Russian to use with students to provide native language support.

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

Yes, required services support and resources correspond to ELLs' ages and grade levels

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.

During the summer, before students begin the school year, we hold an annual Ice Cream Social as an orientation for new families. This is how we welcome them to the PS 165 community. The meeting is hosted by Administrators, the Parent Coordinator, Classroom Teachers, and parent volunteers of the Parents' Association. It is unknown which families' children will be ELLs for the upcoming school year since the students are not tested for ESL eligibility until September; however, our Ice Cream Social is a wonderful way

for children and parents to meet their new teachers and other staff of the school.

18. What language electives are offered to ELLs?

Our school has a Dual Language program from grades K-8. This means that the language elective for ELLs is Spanish for those in the Dual Language program.aste response to question here:

19. For schools with dual language programs:

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

a. At PS 165, the target language is used 50% of the time for EPs and ELLs in each grade. At MS 165, the target language is used 50% of the time during the ELA periods.

b. EPs and ELLs are integrated throughout the entire day. Content areas are not taught separately

c. At PS 165, language is separated for instruction by time and by teacher. AT MS 165, language is separated by time, teacher, and subject.

d. The Dual Language model used at PS/MS 165 is side-by-side and self-contained.

e. Emergent literacy is taught in the native language first. As students progress to the Intermediate Level, both languages are then taught at the same time.

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.

Nearly all of our classroom teachers have ELLs. Staff developers from the TCRWP meet with teachers and Related Service Providers on a grade-by-grade level or on an individual basis at least once a month. These outside consultants provide professional development for our literacy curriculum. Teachers College offers professional development workshops called Calendar Days throughout the year for ESL Teachers and classroom teachers of ELLs.

The NYCDOE Office of ELLs offers workshops for pedagogues to attend. Children First Network 408 provides professional development for classroom teachers and ESL Teachers to enhance their teaching of ELLs.

Some of our classroom teachers voluntarily participate in a Dual Language Study Group. The teachers meet every other week to discuss professional books. They also talk about strategies and ideas to enhance their teaching and therefore their students' learning. They also discuss ways to improve our wonderful Dual Language Program.

Grade teams have been formed, with one Grade Team Leader for each grade. Teachers meet weekly as a grade for one hour to collaborate on plans, examine student data and student work, and specify next steps for teaching and assessment.

The Principal has monthly meetings with teachers in which they review student data and implications for teaching and consider the next steps.

Teachers have been trained in using ARIS. They review student data and devise instructional steps to improve students' academic performance.

We have monthly faculty conferences in which all staff members participate.

Administrators informally observe classrooms daily and provide feedback to teachers regarding instructional decisions.

We have a huge banner that hangs at our building entrance that reads, "PS/MS 165: On the Path to College." All staff members and students are aware that the goal for our children is long term. We aim to prepare our students for college readiness.

There is articulation between our fifth grade teachers and our middle school teachers. The fifth grade teachers visit MS 165 teachers to learn about the middle school's academic program. Fifth grade teachers need to be aware of the academic demands of middle school in order for their students to succeed. This way, they can provide academic support to ensure that the graduating fifth graders are prepared for the challenges of a junior high school. Our fifth grade students also take tours of MS 165 to find out what they can expect in middle school.

The staff members of our middle school receive support to help ELLs as they transition to high school. We have a guidance counselor for MS 165 who is responsible for handling the high school application process. Meetings are held for parents and our seniors to discuss the high school application process. The High School Directory is given to families. The guidance counselor is available every school day from 1:30-2:30 specifically to meet with eighth graders. Our seniors can come see her with any academic or social issues for which they need assistance. Notices go home and emails are sent home in English and Spanish. The topics range from After School Program offerings to Senior Dues. We also send home relevant High School information such as Open Houses for prospective applicants, visits from representatives of high schools, or the High School Borough Fairs. In addition to notices and emails, phone blasts are placed to notify families of all important information.

The minimum 7.5 hours of ELL Training for all staff is covered by workshops provided by our CFN 408 Network and by Teachers College Calendar Days.

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. We encourage all parents to be active in their children's educational life. At PS/MS 165, workshops are given in which families can learn about New York State tests, online safety, and ARIS Parent Link and Acuity. Our Parent Coordinator, Mr. Duran, has an e-mail list in which pertinent information can be sent to parents. We also have an automated school messenger system that calls home to all families within 20 minutes after a message has been sent. Messages are dialed home once or twice a week.

Parents can be "Learning Leaders" at our school. They attend a 3-day training and then volunteer at our school in activities such as hallway monitoring or they can do a Read Aloud with students. Parent Teacher Conferences are held twice a year in which parents discuss with pedagogues the progress that their children have made, and the next steps necessary for further social and academic growth. We have an active Parents' Association (PA) that meets once a month. The meetings are open for all parents to attend.

Our school offers "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

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.

2. Yes, our school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents and all PS/MS 165 Parents. Situated by our Parent Coordinator's office is a bulletin board in which local agencies can post information for parents. Postings can be information about local tutors for hire or after school programs such as a Y.

Free ESL classes are offered to parents at the nearby Grace House. There are workshops in our building in which The Center for Immigrant Families works with families and then follows up with parents at a later date. The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which parents can learn about various events taking place in the neighborhood. Parentjobnet.com is an online resource that provides job listings and networking opportunities. Parents with common interests, for example, can meet each other in their community. Staff members from the YMCA provide workshops to parents on how to help children with homework. Specialists from Met Life provide workshops for parents on topics such as "Identity Theft" and "Saving for Your Child's Future." Specialists from Chase Bank provide financial workshops for parents on topics such as savings and checking accounts. Staff developers from Teachers College provide workshops to parents on how families can support literacy at home. They explain, for example, the importance of reading to children and the role that oral language plays in developing a child's vocabulary. The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve

3. Monthly Parents' Association (PA) meetings are open for all parents to attend and participate. During these meetings, various topics are discussed. The PA and the administrators of PS 165 are in close contact and address the concerns of parents. The annual Learning Environment Survey provides vital information that schools need to know about issues with which families are satisfied or dissatisfied. Administrators are informed of the results of the surveys and can create action plans to address the issues.

Our Parent Coordinator is the liaison between our school and our families. Her role is multi-faceted: she welcomes parents; ensures that parents have access to the educational process; troubleshoots concerns that parents may have; assists with the middle school and high school application process; and connects parents to community resources.

Every morning before the start of the school day, our Administrators and Parent Coordinator stand at our building entrance to greet all the students and to speak with parents. This provides a warm and welcoming environment in which parents can ask questions and address concerns regarding their children's education. The goal is to create close relationships between the school and the families. Meeting with the parents ensures that we evaluate and address the needs of the parents. The Parent Coordinator and Administrators have access to the City Translation Service Department. An overwhelming majority of our families are Spanish speakers. Occasionally, we need help communicating with parents who speak a low-incidence language. The Parent Coordinator can call to speak with an interpreter who can help us serve

4. Many of the parental involvement activities stem from ideas that parents gathered. For example, Open Classrooms began after some parents expressed interest in seeing their children's classrooms in action. The School Leadership Team (SLT) meets monthly. The parents have requested more Music classes for students in grades 3-5. As a result, there is an action plan to partner with the nearby Bloomingdale School of Music.

Part VI: LAP Assurances

School Name: 3.Monthly Parents' Assoc

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M165**

School Name: **Robert E. Simon**

Cluster: **04**

Network: **CFN408**

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

Part A: Needs Assessment Findings

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

We reviewed the home language surveys gathered at the Title I parent meeting to gain our data. We utilized this information to determine the languages of preferences of our parents.

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

Our findings were that Spanish translations are of the highest need in the building. We shared that information with our parent coordinator and our bi-lingual teachers and our ESL team.

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.

The school will provide translation services during parent teacher conferences, through the use of bilingual and outside contracted translation services to meet all other language needs. We also utilize this service to provide support students who are testing in various languages. In addition, documents such as letter and flyers are posted and sent out in the language of need. Phone blasts are sent out, announcing events, meeting and workshops for the benefit of our parents. PTA members have also provided translations during workshops and PTA meetings.

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.

The Principal interprets messages for parents during school events and PTA meetings, in conjunction with the Parent Coordinator who assists with translations. The Parent Coordinator also sends out in the preferred language. The office staff also supports translations and makes phone calls about attendance. SBST teams hold meetings with parents and provide oral interpretations. Monthly parent workshops are held to inform parents of curriculum and assessment criteria to establish a home school connection.

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>.

Translated flyers downloaded from the DOE links in reference to Common Core and announcements made by the DOE in addition to the above mentioned communication.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 165 Robert E. Simon	DBN: 03M165
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
Total # of ELLs to be served: 98
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: Common Core testing data for 2013-2014 for PS 165 indicated that our English Language Learners need to improve their reading skills, writing skills, listening skills and their oral language development. While the data from the English Language Arts exams show that our ELLs made some improvements, there is still a need for growth in all language development areas. One of our school-wide goals for this academic year is to show improvement in the academic performance of ELLs in English Language Arts and Math. In order to make these gains, we have decided that an after school academic intervention program targeting ELLs will provide us with the best results for our students.

We have decided on an after school academic intervention program that will target two groups of ELLs at PS/MS 165.

Our first group is classified as advanced ELL students. After reviewing our school data, we realized that there are a high number of long-term ELLs in our school. We believe that targeted after school, small group instruction, in English is necessary. The materials utilized in this program will further develop the language development in reading, writing, listening, and speaking. This will enrich and enhance our ELLs acquisition process of English, and allow our ELLs to have success on the NYSESLAT, as well as, on the English Language Arts and Math State exams. Furthermore, this after-school program will address our school-wide objective of showing performance improvement of ELLs in ELA and math.

The second group is comprised of approximately 20 Newcomers in grade 2-8. These ELLs have lived in the United States for 1 year or less. Some of the students were identified as SIFE. For this group of ELLs, a rigorous after school program will specifically address the second language development. This targeted instruction will focus on the following areas: academic language, vocabulary development, phonemic awareness, and basic writing skills. This will help our ELLs progress onto the next grade level, develop social and academic skills for their future.

Our after school ELL program is going to be held at PS 165 for 6 weeks in November and December of 2014. Students will attend the after school program 2 days a week (Wednesday and Thursday) from 2:40-4:15).

We will open two classes per grade for grades 2-5. One class per grade for grades 6-8. We will open one Newcomer class for grades 2-4 and another for grades 5-8. The student-teacher ratio will not exceed

Part B: Direct Instruction Supplemental Program Information

14-1.

Our experienced teachers will use multiple resources to teach the students. Our objective is to teach academic skills to prepare students for the NYSESLAT and build their English language proficiency in all content areas. The purchase of the NYSESLAT preparation book by Empire State will allow students to become familiar with the format of the exam, as well as, know the difference of this exam and the ELA State Exam. In addition, teachers will also use supplemental material appropriate for their grade to teach phonics, grammar and vocabulary.

Our ELLs will benefit from this after school program because it will provide additional small group instruction and opportunities to practice their language skills.

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: A Title III study group will be created and held on a monthly basis so that teachers can discuss their students' data and decide on next steps to further develop the language development of the ELLs in the afterschool Title III program.

Part D: Parental Engagement Activities

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

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

Begin description here: Title III we will allow us to have on-going parent workshops to assist parents in helping their children develop reading skills and strategies. There will be one workshop per month featuring different strategies that parents do at home with their child. The workshops will be one (1) hour in duration and topics will include, but are not limited to, phonics and grammar, how to pick just right books, building fluency in reading, reading for comprehension, how to build reading stamina, preparing for NYS assessment in reading, what to expect on the NYSELET assessment. The workshops will be facilitated by teachers in the Title III program and by administrators. Parents will be notified by letters via backpack, flyers and also telephone blasts. Upon completing of the workshops, we will discuss with parents other forms of supporting their child's language acquisition progress. Translations will be made available as needed.

Part E: Budget

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

Allocation Amount: \$ _____

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