

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M165

School Name:

P.S. 165 ROBERT E. SIMON

Principal:

ARACELIS CASTELLANO-FOLK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Robert E. Simon School Number (DBN): 03M165
Pre-K -8
Grades Served:
School Address: 234 West 109th Street, New York NY 10025
Phone Number: 212 678 2873 Fax: 212 222 2700
School Contact Person: Tyson Strang Email Address: TStrang@robertesimon.org
Principal: Ms. Aracelis Castellano-Folkes
UFT Chapter Leader: Ms. Malette-Delatolla
Parents' Association President: Lawrence Lee
SLT Chairperson: Michelle Decaro & Marlene Raza
Title I Parent Representative (or
Parent Advisory Council
Chairperson):
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street Room 122
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212 678 5857 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue
Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646 470-0721

Fax: 212 356 7546

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aracelis Castellano Folkes	*Principal or Designee	
Malette Delatolla	*UFT Chapter Leader or Designee	
Lawrence Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorraine Beppel	Teacher	
Marlene Raza	Teacher	
Patrick Seeney	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Claudia Rivera	Teacher	
Ronald Millar	Teacher	
Michelle Decaro	Parent	
Maria Martinez	Parent	
Johanna Mejia	Teacher	
Nikki Jennino	Parent	
Tonya Cullen	Parent	
Fabiola Diamond	Parent	
Alberto Crespo	Parent	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. 03M165 serves the community from Pre-K to Grade 8. We grow all students by meeting them at their level and then using rigorous, CCSS-aligned instruction to develop them to grade-level learning and beyond. We believe that students learn by doing, and as a result of this belief, we have made student discussions, tiered activities, and hands-on engagement the instructional initiatives for the 2014-15 school year, all of which initiatives have produced measurable growth in teacher practice. We also know that a student's growth is not only in the classroom and not only academic. We work with all students to become ready, responsible, and respectful. We incorporate multi-dimensional music, art, language, and technology curricula. We partner with community organizations to extend student growth after school. We engage parents as collaborators in honing and expanding our vision and mission. 03M165 has been a fixture in this community for more than a century. Our work will ensure that it remains a fixture for centuries to come.

2. Special student populations and their needs

a. G&T - accelerated curricula and differentiated pedagogy

b. SWDs - speech, OT, PT, vision/hearing specialist, SETSS, ICT, S/C, RTI, counseling, modified promotional criteria, and differentiated pedagogy

c. NLLs - pull-out and push-in ENL services, dual-language program, ENL after-school extension, RTI

d. STH - at-risk counseling

3. Framework for Great Schools

a. Our 2014-15 progress was primarily in Effective School Leadership, in that structures and programs were created, expanded and deepened, which in turn encouraged other areas of the Framework to improve, namely rigorous instruction, teacher collaboration, supportive environment, strong family and community ties, and trust.

b. Our 2015-16 key areas of focus are rigorous instruction, supportive environment, and collaborative teachers.

03M165 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	833	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	22	# Music	N/A	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	75.8%	% Attendance Rate		90.5%
% Free Lunch	78.3%	% Reduced Lunch		1.6%
% Limited English Proficient	17.6%	% Students with Disabilities		18.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		15.3%
% Hispanic or Latino	70.3%	% Asian or Native Hawaiian/Pacific Islander		3.4%
% White	9.6%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.79	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)		4.69
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.4%	Mathematics Performance at levels 3 & 4		20.0%
Science Performance at levels 3 & 4 (4th Grade)	84.6%	Science Performance at levels 3 & 4 (8th Grade)		35.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Strengths: Student work time, consistent lesson structure, differentiated instruction, CCSS-aligned curricula, partnerships with TCRWP and Liz Irwin’s Number Talks, a digital literacy curriculum

- Needs: Increase of targeted RTI instruction for high-needs groups, deepen and expand number talk program, base TCRWP assessments on continuum of writing skills to provide more targeted feedback

- Data: Learning walks, MOTP ratings, feedback from teacher leaders, and student performance data (both state tests and ongoing CCSS-aligned class assessments)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, NYS Math test results will increase by 1% in grades 5-8.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>- Programs: LightSail, Number Talks, TCRWP, RTI</p> <p>- PD: Continued development of Danielson 3c through PD in Number Talks, TCRWP, and tiering activities</p> <p>Structures: PD cycle, flexible RTI scheduling, common planning periods</p>	<p>All teachers</p>	<p>8/15-6/16</p>	<p>Administration, coaches</p>
<p>Strategies: RTI flexible scheduling for targeted student intervention in 2nd Literacy and Guided Math; digital literacy, tiered activities, number talks, Lesson Plan Study</p>	<p>SWDs, ELL and Other High-Need Students</p>		<p>Administration, coaches, RTI Team</p>
<p>Engaging Families: Monthly calendar, parent outreach, newsletters by grade teams, curriculum nights, open-school days ,workshops for parent (Parent University)</p>	<p>Caregivers</p>		<p>Adminstration, teachers, Coaches ,Parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will utilize title I funds to support parent workshops based on Common Core. We will also Tax Level and Title III funds to pay for consultants for Math and Teachers College</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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10/16/2015-Math Tracker Due

10/9/2015-ELA Tracker

12/18/2015-ELa Tracker

01/08/2016- Math Tracker

02/05/2016-ELA

02/12/2016-Math

03/1/2015 Simulation

03/08/2016- Math Simulation

6/03/2016-Math

6/10/2016-Math Tracker

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After engaging in family communication, analyzing IEPs, (BIPS,FBA’s)conduct sheets, guidance and student support services (at-risk) and lunch meetings. 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 ,teachers are to have systems and Behavior Modifications for students in each classroom and work on class culture and community

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of students will be engaged and take advantage of an embedded social emotional learning program and activity (PBIS ,Hope for Kids, Monthly awards,) 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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
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<ol style="list-style-type: none"> 1. College Board Advisory Curriculum will follow 4R's curriculum that will be taught during advisory 2. Hope For Kids program will be introduced in November 3rd school wide (Monthly 2015-2016) with Ron Rosbruch 3. Monthly Town Hall Meetings in the Middle School 4. Monthly assemblies for academic achievement and attendance awards <ol style="list-style-type: none"> 1. Student Council for grades 3-8 Biweekly October 2015-May 2016 5. Creation of action plans for student with emotional needs Revised September 8th, 2015 6. School dances for grades 5-8 and family movie nights for families in grades K-8 October 28, 2015 & February 11th, 2015 7. Respect for All curriculum will be implemented by Guidance Counselors and PD's for teachers will be scheduled 8. Crisis Mobile Unit and provide support through referrals for various mental health resource 9. Parent meetings in Sept 8th, 2015 and by phone as needed to discuss student expectations/preventive work with support from D3 parent support Tracy McClaire 10. TCIS and Restorative Circles PD for De-escalation team and teachers who need management classroom support <p>Teacher, LEAP Interns, and Admin meet with parents to discuss behavior and academic progress Programs: RTI, College Advisory Board, PBIS.</p> <p>PD: PLC Cycles in NLL and SWD-strategies, RTI with AIR Fund, PBIS-implementation and coaching. Kids at Hope training</p> <p>Structures: flexible scheduling for RTI, student intervention team meetings.</p>			
<p>- Strategies for SEL recidivists: Advisory curriculum and schedule for weekly student intervention team meetings, PBIS</p> <p>Strategies for Targeted Instruction: RTI</p>	<p>Recidivists, SWDs, NLLs, SIFE, STH</p>	<p>9/15/15 – 6/16</p>	<p>Castellano, Strang, Dignan, Chan, Ortega, Calvo</p>
<p>Engaging Families: weekly student intervention team meetings require outreach to recidivists</p>	<p>Recidivists, SWDs, NLLs, SIFE, STH</p>	<p>9/15/15 – 6/16</p>	<p>Castellano, Strang, Dignan, Chan, Ortega, Calvo</p>
<p>Engaging Families: weekly student intervention team meetings require outreach to recidivists</p>	<p>RECIDIVISTS</p>	<p>9/15/15 – 6/16</p>	<p>Castellano, ,Strang, Dignan, Chan, Ortega, Cal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize title I funds to support parent workshops based on Common Core. We will also Tax Level and Title III funds to pay for consultants for Math and Teachers College											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 as monitored by Advisory teachers report, progress reports, Engrades
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Strengths: Grade leader structure, teacher leaders identified, instructional leadership team includes teacher leaders

- Needs: PD structure, more collaborative time

Data: consultancy team recommendations, learning environment survey, teacher feedback, research on Framework for Great Schools

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016 80% of teachers will rate an average of E or HE in 3b and 3c.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
- Programs: TCRWP Staff Development, Number Talks, PBIS, RTI, NTS mentoring, Lesson Study protocol	All Pre-K - 8 Teachers	9/15 -6/16	Administration, coaches, grade leaders, guidance

- PD: PD cycles in planning, Danielson competencies, PBIS, PLCs, mentoring cycles Structures: Intervisitations, common prep-focused schedules, grade teams, vertical teams, PD cycles, student intervention teams			
Continue Parent University, open classroom visits, common core workshops, parent tours, creation of Learning Leaders, PTA sponsored curricula programs, Principal's newsletters in collaboration with the PTA, monthly grade-specific newsletters, progress reports between report cards, Boys and Girls Harbor, bilingual Saturday Academy Parent Institute, ELA publishing celebrations, commemorating diversity through international and festive celebrations, teacher email addresses linked to PTA website Kids @Hope training for entire staff. Restorative Circles PD for teachers who need management classroom support	All Pre-K -8 Teachers November 3, 2015 5 sessions across December through February 2016	9/15 – 6/16	Administration, coaches, grade leaders, guidance Culture and Climate DOE office

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize title I funds to support parent workshops based on Common Core. We will also Tax Level and Title III funds to pay for consultants for Math and Teachers College											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By 12/16, all teachers will have been evaluated at least once and those who do not rate E or HE in 3b and 3c will participate in a coaching cycle
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Parent engagement as evidenced by LE Surveys is not as high as we would like. We have begun many engagement activities that have improved parent engagement and will continue to grow engagement as we continue them this year and introduce new activities as well.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

85% of parents will attend at least 1 of the 2 parent workshops provided by teachers during the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Cool Culture” for 165 families to attend events and cultural NYC Institutions funded by PS/MS 165 (yearlong passes for parents) Administration sets funding community coordinator coordinates and calls parents to distribute in October</p>			

Parent orientation for elementary and Middle school in September

Tours of Global Scholars Academy for current 5th grade and incoming parents are scheduled **October 22,2015 ,November 9 & November 24th,2015- Guidance and Leap Interns**

Host the District 3 Fairs at PS/MS 165-**Principal Castellano-Folkes**

Winter Solstice Student performance **December 21st,2015**

Boys and Girls Harbor student performance **December 21st and May 2015- Ray LIAnos and GSA Students,Dance teacher for B&G Harbor**

7th grade parents will attend Information meetings with Guidance Counselors and will explore academic and behavior profiles required by High Schools **November and December Guidance Counselors -Calvo and Ortega and Eva Beltran**

8th grade parents will attend graduation expectations Information meeting in September 17,2015 & November 5
Guidance and parent coordinator

Workshops for parents around CCLS, Special Education, Science, & Math hands on learning

Principal and LEAP Interns work with Parent to create a GSA Brochure **completed in October**

And to host Middle School Fair September 30th,2015

Phone Blasts Monthly

School Calendar Monthly

Principal meets with PTA Co-Presidents as point people to meet school-wide needs

Principal Plans First Week of School with PTA members and Volunteers **August 2015**

Principal attends PTA meetings Monthly

Principal and AP's attend parent hosted or admin hosted breakfasts: Topics and Speakers may be presented based on current school needs as needed

2 Teacher led Parent workshops in **2015-2016TBD**

<p>Ex: Liz Irwin Math Consultant spoke to G&T parents along with Coaches & Administration on September 11,2015 7 PD's scheduled between September-May 2016</p> <p>Work with SLT members around School Survey, Communication, Content Area Initiatives, and school events 3rd Thursday of the Month</p> <p>Parent meetings to discuss progress reports -3 times a year October 9th,2015</p> <p>Parent meetings with students who are having behavior or academic difficulties and provide supports such as mobile crisis, or meetings with D3 Ms.McClaire, Guidance and Counseling, or referrals for various mental health resources as needed through out year including</p> <p>Math Night collaboration between teachers and parents and administration</p> <p>Spring Fair Fundraiser to support a Recess program(E3 sports - Parent led /teacher collaboration/ administration support(May 2016)</p> <p>Student led conferences at parent teacher conferences. (November and March) Students in GSA and Advisors</p>									
<p>Calendar of Parent Communication on Student Progress</p> <table border="1" data-bbox="97 1123 860 1501"> <tr> <td data-bbox="97 1123 860 1197">10/9/2015 Progress reports to parents</td> </tr> <tr> <td data-bbox="97 1197 860 1239">1/15/2016 Progress Report 2 to parents</td> </tr> <tr> <td data-bbox="97 1239 860 1291">2/13/2016 PID conference</td> </tr> <tr> <td data-bbox="97 1291 860 1354">3/3/2016 Parent Teacher conference</td> </tr> <tr> <td data-bbox="97 1354 860 1417">5/9/2016 progress report to parents</td> </tr> <tr> <td data-bbox="97 1417 860 1501">5/12/2016 PID conference</td> </tr> </table>	10/9/2015 Progress reports to parents	1/15/2016 Progress Report 2 to parents	2/13/2016 PID conference	3/3/2016 Parent Teacher conference	5/9/2016 progress report to parents	5/12/2016 PID conference			
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3/3/2016 Parent Teacher conference									
5/9/2016 progress report to parents									
5/12/2016 PID conference									

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Math Consultant will be hired to support the math work and she hosted a parent meeting.L LEAP interns will be in communication with Middle School parents.Budget utilized to have them on staff and support their internship. Schedule was adjusted to incorporate advisory periods which will support the new student led conference initiative. Budget to buy materials for Math night and teacher led parent workshops. Budget monies to support Spring Fair. Per

session for teachers who work the events and support the creation of student led conference documents and PD.
Contract with E3 sports to address parent concern for safe structured recess.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent survey to check parent satisfaction with workshops on google forms (or survey monkey).

It will be assessed by looking at attendance data and agendas for the workshops in February and in June.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TC Reading/writing assessments	SETTS Flocabulary 1 added period of Literacy 4 times a week	Small group work	2nd literacy period After-school foundations of Literacy
Mathematics	End of year standards based assessment Diagnostic	Math Games Tiered activities Number talks	Whole group Small group	Math block scheduled Guided math on Fridays
Science	K-8 Scope& Sequence Science and Literacy integration	Foss hands-on Materials Scope and Sequence Stem related projects	whole class Small group Computer lab support	Science period are clearly defined on schedules Lab work or push-in with Science cluster
Social Studies	Literacy integration	within 2nd literacy/or content areas in Middle School	small group/whole class	within core classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance and Counseling at risk schedule for 4 week cycles for identified student Advisory in Middle School Grief counseling	At risk support for various areas identified in the criteria Guided reading materials Math program that focuses on word problems and then	Small group 1-to 1 grouped by similar reading levels or math scores not by grade	Lunch Support as needed Schedules created for week cycles by counselors Built in student schedules

	Transitional support	decompose the the number and break		After school or in counseling schedules Wednesdays and Thursdays a 4 week cycle for each program
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Kindergarten readiness-CCLS aligned curriculum Creative Curriculum with support from Teachers College calendar days on literacy for Teacher development. Parent Workshops are on transitions were held and Pre-K inter-visitation is scheduled in June to meet and hear about new expectations for Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are utilizing Strategies Gold as their assessment tool.

The DEC has provided PD on this assessment. Also 165 Teacher are leading work in a triad with PS.9 to develop the recording and utilization of the data and how to drive instruction. Ms.Sanchez was requested as a thought partner by PS.9 Pre-k teacher.They will meet on Mondays to develop this work.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	436,632.00		
Title II, Part A	Federal	141,965.00		
Title III, Part A	Federal	17,464.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,306,606.00		

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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) 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 the school. **PS/MS 165**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 165** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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: <u>P.S. 165 Robert E. Simon</u>	DBN: <u>03M165</u>
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: <u>98</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 ELL's 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 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

Part C: Professional Development

- 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. 	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 165
School Name ROBERT E. SIMON		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Aracelis Castellano-Folkes	Assistant Principal Tyson Strang
Coach Ms. Scanlon	Coach Ms. Rodas
ENL (English as a New Language)/Bilingual Teacher Ms. Chan	School Counselor Ms. Calvo
Teacher/Subject Area Mr. Toral/Math	Parent
Teacher/Subject Area Ms. Rivera/ELA	Parent Coordinator Ms. Beltran
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Ilene Altschul	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	778	Total number of ELLs	127	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	2	2	2	2	2	1	1	1	1	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	29
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	10

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	63	9	0	10	0	0	4	0	0	0
ENL	29	0	0	15	0	0	6	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE 0	4	25	13	22	13	21	8	24	3	31	7	18	9	6	5	6	17	10	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
15

Number of students who speak three or more languages: 0

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	3	5	3	2	4	5	9	0	0	0	0	0
Chinese	0	3	0	0	2	0	0	0	0	0	0	0	0	0
Russian	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	1	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	2	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	7	2	6	3	2	2	3	13	0	0	0	0	0
Emerging (Low Intermediate)	0	1	7	2	1	0	3	2	3	0	0	0	0	0
Transitioning (High Intermediate)	0	2	2	0	2	1	3	1	7	0	0	0	0	0
Expanding (Advanced)	1	8	7	7	4	8	5	4	3	0	0	0	0	0
Commanding (Proficient)	0	1	2	1	1	2	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	1	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	1	2	4	3	1	1	2	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	0	0	0
4	7	4	1	0	0
5	9	2	0	0	0
6	8	1	0	0	0
7	15	2	0	0	0
8	9	3	1	0	0
NYSAA	0	0	1	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	0	2	0	0	0	0	0	0
4	6	0	5	0	2	0	2	0	0
5	12	0	1	0	1	0	0	0	0
6	11	0	2	0	0	0	1	0	0
7	21	0	1	0	0	0	0	0	0
8	14	0	2	0	0	0	0	0	0
NYSAA	0	0	1	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	4	0	8	0	2	0	0
8	13	0	1	0	1	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The assessment tools that we use at PS/MS 165 are the TCRWP / DY0 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 .

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In our assessment analysis, we see that the majority of our younger ELLs initially score at the Entering Level (formerly known as Beginning) of ESL. As they get older and receive instructional support across the context areas, they score higher, entering the Expanding (formerly known as Advanced) Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. We use the information about AMAO to help us create afterschool programs and to help drive daily instruction. For this school year, we will offer afterschool programs for our new arrivals, offer test prep, Foundations of Math afterschool, and Foundations of Literacy afterschool beginning in November 2015. We notice that some ELLs did not make gains in the NYSESLAT from one year to the next, and we want to ensure that our programming benefits our students and that differentiation of instruction occurs throughout the day to help them make gains. Our ENL afterschool program will begin in November 2015. There will be a group that meets for 4 weeks and another that will run for 4 weeks after that. Foundations of Math will teach basic skills and Foundations of Literacy is a

skills-based program. Both of these will be targeted for our ELLs who are currently below-grade or approaching grade level work. Six weeks before the state tests, we will offer test prep as an afterschool program. This will be offered to our students in grades 3-8.

The patterns across NYSESLAT modalities indicate that students perform better on the Listening/Speaking parts of the test 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 challenge 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; citing textual evidence; using context clues; making predictions; studying the relationship between the main characters; studying how the relationship changes; and making inferences.

Another big challenge for our ELLs is writing. Vocabulary and grammar 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 Flocabulary, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home 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 76% scored at Level 1, 20% scored at Level 2, 4% 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 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; citing textual evidence; and making inferences. The other big challenge for our ELLs is writing. The vocabulary and grammar 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 Flocabulary, Wordly Wise, Fountas and Pinnell Phonics, Foundations, and Estrellita as part of our word work curriculum.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Data is gathered on ELLs whom we see as at-risk for academic difficulties. Such data can be teachers' conferring notes, class tests, DYOR running records, performance-based tasks, state assessments, and student work. RtI is an instructional model that aims at prevention through a tiered system of instructional support. Levels of intervention and instruction increase over time. As students improve, the extra supports are removed. There are 3 tiers of instruction and intervention support. Based on all the data that is gathered on the students, we can then determine how to best support the learner within the tiers. Tier 1 is the instructional core that incorporates differentiation for the ELLs. Tiers 2 and 3 provide a more targeted and intensive academic support. Instruction is tailored to meet our ELLs/ language needs.

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

We take into consideration how a student is developing his or her new language. The child's progress and next steps help us determine what kind of instructional differentiation needs to be made throughout the day for each lesson. Teachers can determine what extra support is needed to help a child succeed in learning a new language. Does the child need more visuals to aid comprehension? More word work practice? Can the child be grouped with certain students for specific group work? These are examples of questions that teachers take into consideration when they see how a child is progressing in learning a new language. 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 context. 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:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other 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).

The success of our programs for ELLs is determined by numerous factors. We look at how much our Dual Language students increase in performance in English (ELA, DY0, NYSESLAT), in Spanish (DRA, ELE), and in the other content-area exams (Math and Science). For our ELLs in the monolingual program and self-contained special education classes, 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.

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessment (NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, section.

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 and eligibility for the NYSITELL and to plan instruction. For some of these incoming children, there is a language other than English or in addition to English understood. There is a mandated interview that takes place during registration. Licensed ESL/ENL teacher Ms. Chan meets with the parents to help them understand the home language identification process and to answer any questions they may have regarding the language programs offered. An informal oral interview with the child helps the ENL teacher determine whether the NYSITELL is to be administered.

ESL Teachers administer the NYSITELL within 10 days of the child’s enrollment. If the child passes the NYSITELL, s/he is not considered an ELL. If the child fails the NYSITELL and Spanish is the other language at home, then the Spanish LAB is administered.

For those students who are mandated for ESL services based on NYSITELL results, an annual assessment is administered during the spring. The English as a Second Language Achievement Test (NYSESLAT) measures the proficiency levels of ELLs. If the child passes the NYSESLAT, s/he is no longer an ELL in English ("Former ELL") but will still be supported by ENL teachers for 2 more years. If the child does not pass, s/he will be an ELL for the following year and will continue to receive ESL instruction.

Parent Orientations are held for families of new ELLs. During the meetings, parents learn about the Transitional Bilingual Education (TBE) program, the Language Program, and the freestanding ENL/ESL program. They watch the NYC Department of Education (NYCDOE) Parent Orientation video in English (or in any other language that is available, as needed). A Question-and-Answer session then takes place, followed by the introduction of the “Parent Survey and Program Selection Form.”

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (questionnaire, student work).

The SIFE questionnaire is administered to the new student to identify whether he/she is or is not a SIFE within 30 days. The detailed questions provide staff with extensive insight into the students academic background. Teachers will then use the information to help create instruction that will be appropriate for these students. They will know what kinds of supports to provide the students, and in particular how to use native language support.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, *ELL Identification* section).

Newly enrolled students with IEPs undergo the same registration process as the other students. The school's Language Proficiency Team (LPT) determines if the child should or should not take the NYSITELL. This decision is based on discussions with the parents about special needs and the process of second language acquisition. The LPT members include the the Administrator, IEP teacher, the ENL/ESL teacher, the SETSS teachers, and classroom teachers. The school principal or reject the LPT recommendation is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the score is scanned and score is determined.

To figure out who gets the Parent Entitlement and Non-Entitlement Letters, the ENL teacher compiles an annual “Roster of ELLs and Handscored NYSITELL records. This helps the ESL teacher determine the types of parent notification letters that need to be sent home. The letters are downloaded

students' home languages, if available), photocopied on school letterhead, completed, signed, and sent home to all families who need to receive a copy. We encourage families to keep a copy of all notification letters that we send home. The photocopies of letters are kept in the ESL File Cabinet. The letters are sent home to all families who need to receive a copy.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference of ELL Status](#) section).

Entitlement letters sent to parents state that if parents feel that their child's status should be reviewed or reassessed, they can contact the school principal to discuss the matter. Parents must make the contact within 45 days of the child's enrollment in school if they want their child's status to be reviewed or reassessed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents of ELLs need to understand all 3 program choices. Numerous Parent Orientations are hosted by the ESL teacher (Ms. Chan) and the ELL Coordinator. We play the NYCDOE video in which Carmen Farina and Milady Baez introduce themselves and welcome families to the NYCDOE video then describes the Transitional Bilingual Program, the Dual Language program, and freestanding ENL program that are offered in NYCDOE schools in their preferred languages. We are able to converse with parents in their native languages to clarify for them what a typical day in each program would 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 we recommend the most appropriate program for their children. Parents then complete the Survey.

For the families who do not attend the Parent Orientations, letters are sent home with surveys that need to be completed, signed, and returned to the school. 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 an overview of the video. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how you monitor parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
We monitor parent program choice by keeping copies of the surveys to see if we ever need to open another language bilingual program (we currently have a language program in English and Spanish already). For a parent who does not return the Program Selection form, the notification letter that is sent home indicates that the default program is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Program Selection forms are usually filled out at parent orientations. The surveys are saved. For the one that was not returned, it was sent home with the Guide for Families of ELLs. The guide gives an excellent summary of the 3 programs that are offered. If the form is not returned in a timely manner, a parent notification letter that gets sent home states that their Survey was not received and therefore the default program is bilingual education.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are placed into envelopes that are sealed. They are printed in English and in parents' preferred languages, if available. They are then distributed to classroom teachers, who give them to students to bring home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original HLIS go into the students' Cumulative Folders.
All copies of ELL documentation letters are organized and kept in the ESL file cabinet.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs.
To determine the list of students who need to take the NYSESLAT, we print the following ATS reports: NYSESLAT Eligibility Roster (RLAT) and Student Groups (RDGS). We cross-reference the names of ELLs listed on the RLAT and the RDGS with the names of ELLs on our own "Roster of ELLs" to determine who needs to 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, 3-4, 5-6, and 7-8. The tests are administered individually, so the ESL Teachers administer the test to each of the ELLs one-on-one in a quiet room. For the other three subtests, we schedule a series of testing days and administer the subtests with assistance from classroom teachers and Related Service Providers. ELLs who are absent must be contacted and rescheduled, to ensure that 100% of the tests are administered to the students.

Our Test Coordinator and the Administration will schedule the dates and assignments of the administration of the NYSESLAT. They will ensure that all ELLs are tested.

take the 4 parts of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All continued entitlement and transitional support parent notification letters are placed into envelopes that are sealed. They are then distributed to teachers, who give them to students to bring home. These Former ELLs are entitled to 2 years ENL support, 90 minutes a week. They also get accommodations.

13. 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? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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:

2015-2016: Dual Language 40% / ENL 60% / TBE 0%
2014-2015: Dual Language 72% / ENL 28% / TBE 0%
2013-2014: Dual Language 62% / ENL 38% / TBE 0%
2012-2013: Dual Language 50% / ENL 50% / TBE 0%

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. The trend is that most Spanish-speaking parents of ELLs place their children into the Dual Language program and parents of other languages opt for the ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

ENL is delivered through a stand-alone model or integrated ENL. In stand-alone, ELLs receive instruction in order to acquire English in core content courses. In integrated ENL, ELLs receive core content area (ELA, math, science, or social studies) and English language development instruction from either a dually certified teacher or from two certified teachers.

The organizational models are Push-In and Pull-Out periods. In a Push-In model, the ENL 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. ENL 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. For the pull-out classes, the grades levels do not exceed 2 contiguous grades unless it is a self-contained Special Ed class.

- b. TBE program. *If applicable.*

We do not have a TBE program.

- c. DL program. *If applicable.*

In 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. Shortly after lunch, Class 103 switches and spends the rest for the school day with 104. The following morning, the children of 103 begin their day with 104 and will then be with 103 after lunch.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ESL teachers 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. ELLs who score Entering or Emerging are entitled to 2 units of ENL study per week. ELLs who score Transitioning or Expanding get 1 unit of ENL study per week. Former ELLs who scored Commanding must continue to receive services for 2 more services. They get .5 unit or 90 minutes of ENL study per week.

3. Describe how core content is delivered in each program model. 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.

The ESL teachers 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 ENL. ELLs are entitled to either 180 or 360 minutes of ENL per week. Based on the English proficiency levels of the ELLs, they are mandated a specific number of minutes of ESL service per week and guided on how service should be provided.

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 CMP3 Connected 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. Students also have a 15-minute block for “Number Talks” every morning.

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.

The ESL teachers also use ESL methodologies to enrich language development. They align their lessons with those of the classroom teachers. Our literacy curriculum is the Teachers College Reading and Writing Project. Realia, graphic organizers, Total Physical Response (TPR), role-playing, picture books, songs, manipulatives, and songs are some of the tools and methodologies used to scaffold our ELLs' learning. Teachers take into consideration the students' learning styles: tactile, kinesthetic, visual, or auditory. ELL teachers also employ ENL strategies 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 new language development. Teachers adjust the language demands of the lesson in numerous ways: by modifying speech rate and tone; by teaching direct instruction of grammar and vocabulary; by repeating key words, phrases, and concepts; by using context 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 Spanish. ENL 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' English proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 NYSITELL 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) and the DRA are the assessments used to evaluate proficiency in the native language.

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

The Continental NYSESLAT workbooks are used 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: Speaking, Listening, Reading, and Writing. Conferencing notes on ELLs indicate how well an ELL is progressing on Listening and Speaking. This understanding of the children helps determine next steps as to what the ELLs need to improve on these modalities. Reading assessments are done throughout the year via DYQ, MOSL, and other forms of classwork specific to each grade. Writing assessments are done throughout the year in the form of class tests, on-demand writing pieces, published pieces, or MOSL assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. Administration 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 the ENL team and 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 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. Developing 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. 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. 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 Flocabulary, 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. Former ELLs are entitled to 2 more years of ENL service. They get .5 unit of ENL study, or 90 minutes of ENL study. 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 accommodations such as extra time (time-and-a-half). 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months after the re-identification has been established, the principal must review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member of the school, the parent, and the student. If the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student. The principal may also reverse the determination within this same 6-12 month period. If the principal decides to reverse the ELL decision, he or she must consult with the superintendent. The final decision notification must be in writing to the parent in the family's preferred language within 10 school days.

8. 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 ENL 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. We have provided flexible scheduling for students who benefit from it. An example could be a child who sits in a self-contained special ed class who goes for Math in an ICT class setting.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

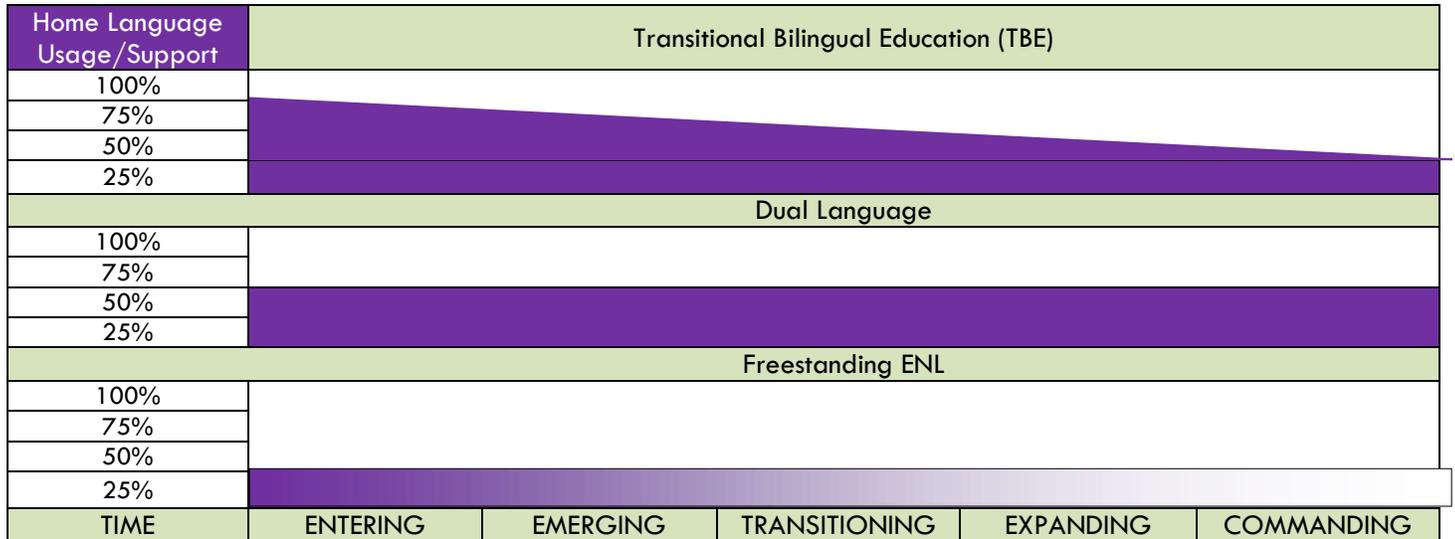


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 8:50-9:05, teachers have Number Talks with their students. This is a short lesson (in addition to their other Math periods) in which different strategies are taught to solve mathematical problems. In grade 3, for example, a lesson is about how to make landmark or friendly numbers to solve two-digit addition problems. For our ELLs, it is beneficial for them to learn numerous strategies that they can to apply in their work and to help them succeed.

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. Middle schoolers also have Advisory classes, in which students are grouped with teachers throughout the year. They discuss and address social and emotional issues that are relevant and important to them.

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).

A Second Literacy period occurs every day. Elements of the instructional block include the teaching of sight words and the use of the program Flocabulary. Flocabulary is a vocabulary program in which students learn new words. There are also visual and interactive components. It is engaging to the students because there is an online library of educational hip-hop songs and videos that help the children learn the new words.

For Word Study this year, we are using Flocabulary. 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. We also offer numerous afterschool academic programs to suit our kids' needs such as ESL Newcomers, ELA test prep, and Math test prep.

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.

11. 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, DYO, 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). Teachers are made aware that they are teachers of ELLs by the RLAT and Roster that they are provided. They know their ELLs' exam history on the NYSESLAT and how the students did on each of the 4 modalities.

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

We plan to offer an afterschool program specifically for our new arrivals. The dates have yet to be decided.

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

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

14. 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 ENL 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.

This year, we have partnered with organizations and nearby universities to provide supplemental services for our ELLs and our entire student body. Some of our partnerships are with The New York Philharmonic, Teachers College, and Bank Street College.

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.

ELLs are invited to participate by being invited with invitations and letters.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL teachers also have a library in their room specifically for ELLs to borrow books. Bilingual Glossaries (downloaded from the website of The New York 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 three iPads for our New Arrivals in monolingual classes. These new ELLs will have phonics apps downloaded for them to practice grammar activities. They will use this in addition to their personal bilingual 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, Go Math for 3-5, and Connected 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..

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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. We teach phonics instruction and use picture books and dictionaries as deemed necessary. The ENL 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 ENL Teachers also have children's and adults' dictionaries in Croatian, French, Farsi, Spanish, Chinese, Polish, Portuguese, and Russian to use with students to provide native language support.

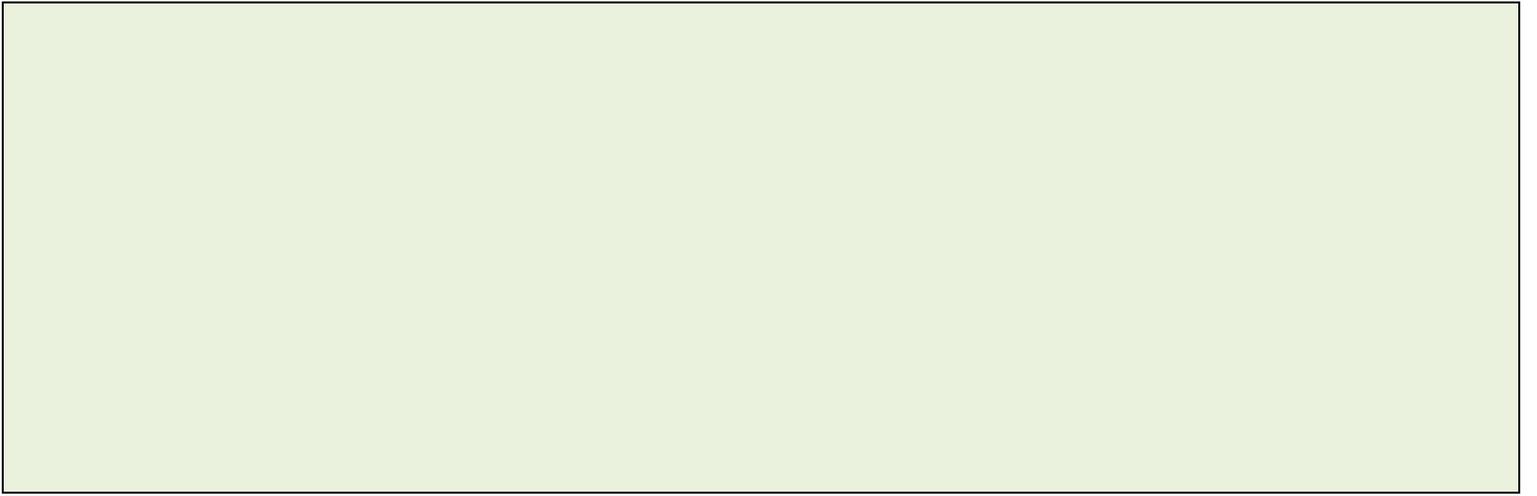
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond to ELLs' ages and grade levels. Throughout the year, there is close contact among the classroom teachers and out-of-classroom teachers. We need to ensure that the materials and resources being used are age and grade appropriate. We also confer with the ELLs to see how challenging the tasks at hand are. The support has to be "just right" in order for the child to need less and less scaffolding. Only by focusing on the child and meeting with teachers will the ELLs' teachers understand whether the support is appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At the beginning of 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. Since some of these families' children will be ELLs for the upcoming school, our Ice Cream Social is a wonderful way for children and parents to meet their new teachers and other staff of the school.
19. 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.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home 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. EPs and ELLs are integrated during all lessons, as facilitated by our skilled teachers. For K and 5, the Dual Language is self-contained, and 1-4 and 6-8 is side-by-side. The ELLs and EPs are integrated 100% of the time.

B) Content areas are taught in both English and Spanish.

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. For example, in 4th grade, students in 403 see the 403 on Monday and spend all day with her being taught in English. On Tuesday, 403 will spend the day with the teacher Of 404 and learn all day in Spanish. On Wednesday, 403 will go back to the teacher of 403 and learn all day in English. The pattern continues: English, Spanish, English, Spanish.

d) Emergent literacy is taught in the native language first. As students progress to higher levels, both languages are then taught at the same time. For example, a new 4th grade ELL in Dual Language could spend the first month with 404, learning only in Spanish all day, everyday. The child then follows the side-by-side model and moves with his classmates, from 403, to 404, and back to 403.



B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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.

ELL personnel will attend professional development workshops throughout the year. This includes teachers of ELLs as well as non-pedagogical staff such as secretaries. Our Literacy and Math coaches work closely with staff to pass on information about workshops available. Staff will also attend PD at Teachers College Columbia University to continue learning about the TC Reading and Writing Projects. The NYCDOE's Department of ELLs offers a variety of PD workshops that teachers can attend. A minimum of 15% of the required PD hours for all teachers must be focused on language acquisition. For bilingual and ENL teachers, at least 50% of the required PD hours will be focused on language acquisition and who it aligns with core content area instruction. For both groups of teachers, there will be a focus on best practices for co-teaching strategies and integrating language and content instruction.

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.

At our school we have Grade Teams, in which there is 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.

We have professional development every Monday 2:30-3:40 in which all staff members participate.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. Our Literacy and Math coaches work closely with staff to pass on information about workshops available. Staff will also attend PD at Teachers College Columbia University to continue learning about the TC Reading and Writing Projects. The NYCDOE's Department of ELLs offers a variety of PD workshops that teachers can attend. A minimum of 15% of the required PD hours for all teachers must be focused on language acquisition. For bilingual and ENL teachers, at least 50% of the required PD hours will be focused on language acquisition and who it aligns with core content area instruction. For both groups of teachers, there will be a focus on best practices for co-teaching strategies and integrating language and content instruction. The workshops offered make the connection between the curriculum that is being taught in schools and the Common Core standards that we must adhere to.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All staff members and students are aware that the goal for our children is College and Career Readiness. We aim to prepare our students for bright futures.

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 two guidance counselors for PS/MS 165. They are 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 counselors are 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.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school will meet the professional development requirements as per CR Part 154.2 by having them attend the plentiful PD workshops that are offered. Every Monday, teachers have PD from 2:30-3:40. Teachers can also request to attend PD workshops they have found out about (e.g. via the Department of English Language Learners & Student Support in "News and Opportunities for Educators of ELLs"). They can attend numerous workshops that TCRWP offers at Columbia University. They will also attend PD workshops that our Literacy or Math coaches host. Agendas will be saved and attendance will be taken. A minimum of 15% of the required PD hours for all teachers must be dedicated to language acquisition. For ENL teachers, a minimum of 50% of the required PD must be about language acquisition in alignment with core content instruction. An example of the PD that all teachers attended on a Monday was a showcase from select classrooms who shared ways that they differentiated their lessons for students, many of whom are ELLs. One teacher showed us how she taught a Math game to all her third-graders. When it was time to play, not all her kids were ready for the full game. She shared how she differentiated the game for four different groups. This way, even her newest arrivals were able to access the game and play, even if it was different from what an advanced group was playing. There was discussion among us teachers on how different groups of ELLs in the class acquire and use language while playing the game.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the mandated parent orientation meetings and DOE-scheduled Parent-Teacher Conferences, teachers of ELLs must meet with the parents at least once a year to discuss the children's overall progress. Sign-in attendance is taken and translation services with parents are provided when necessary. Every Tuesday from 2:30-3:05, teachers meet with parents. These scheduled weekly meetings are a wonderful opportunity for families to learn about their children's social, emotional, academic, and language development. They can also learn about ways they can support their children at home.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Sign-in attendance is taken and turned in to the Main Office for record-keeping. Our Parent Coordinator has an email list of parents to send out information to all families. We use an automated message system to send home "phone blasts" notify families of important information. Staff members also call home as necessary to communicate with families.

Schools 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. That is when we use the free service. It is vital we are able to communicate with families.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Monthly Parents Association (PA) meetings take place at our school and all parents are invited to attend and participate. During these meetings, various topics are discussed. The PA and the Administrators are in close contact and address the needs of the parents. Workshops are offered to parents in which they can learn, for example, ways they can support their children at home. Parents can register and open a "NYC Schools Account" in which they can find out key information about their children's progress at school. They can find out the grades, attendance records, and other general information in one of ten languages offered. Parent Teacher conferences are held four times a year. We offer "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. Situated by our Parent Coordinator's office is a bulletin board in which local agencies post information for parents. Postings can be information about after school programs, local tutors, or free ESL classes. The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which families can learn about events taking place in the neighborhood. Specialists from Met Life provide workshops for parents on topics such as "Identity Theft" and "Saving for Your Child's Future."

5. How do you evaluate the needs of the parents?

The annual Learning Environment Survey provides information that schools need to know about issues that families are concerned about. 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 any concerns that parents may have; and connects parents with community resources.

6. How do your parental involvement activities address the needs of the parents?

We receive feedback from our parents. Some 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. We have continued to offer Open Classrooms because parents appreciate the opportunity to become more involved in their children's education.

D. Additional Information

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

Paste response here:

School Name: **Robert E. Simon**

School DBN: **03M165**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Castellano-Folkes	Principal		10/30/15
Mr. Strang	Assistant Principal		10/30/15
Ms. Beltran	Parent Coordinator		10/30/15
Ms. Chan	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Mr. Toral	Teacher/Subject Area		10/30/15
Ms. Rivera	Teacher/Subject Area		10/30/15
Ms. Scanlon	Coach		10/30/15
Ms. Rodas	Coach		10/30/15
Ms. Calvo	School Counselor		10/30/15
Ms. Altschul	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor’s Regulations – for all schools

DBN: **School Name:**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education ([Chancellor’s Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)