



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE EZRA JACK KEATS MAGNET SCHOOL OF MULTICULTURAL HUMANITIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K253

PRINCIPAL: LISA SPERONI EMAIL: LSPERON@SCHOOLS.NYC.GOV

SUPERINTENDENT ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Speroni	*Principal or Designee	
Melissa Musman	*UFT Chapter Leader or Designee	
Claudia Escoto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esther Kahana	Member/Teacher	
Marisa Barr	Member/Teacher	
Denise Romero	Member/Teacher	
Elvia Cruz	Member/Parent	
Anoeska Basropansigh	Member/Parent	
Maria Perez	Member/Parent	
Mary Mineros	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2012 the Principal and Assistant Principal will conduct a minimum of three observations for non-tenured teachers and one observation for tenured teachers using selected components of a research based rubric to provide meaningful feedback which will result in students demonstrating movement toward grade level proficiency in all content areas, with a focus on ELA/Math as evidenced by student writing samples, lesson plans and conference notes.

Comprehensive needs assessment

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

- Observations – (Formal and Informal) - Quality Review
- Peer Review
- Teacher Lesson Plans
- Chancellor’s Initiatives

A review of the following suggests that there is a need to focus on meaningful conversations about teaching and learning with staff. These conversations will be provided in actual events, actions, artifacts or in decisions a teacher has made regarding instructional delivery or outcome.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: Training will be provided to teachers to ensure an understanding of the term “Instructional Excellence”, including but not limited to presentations, discussions, video webinars and 1:1 discussions.
- Target Populations(s): Teachers servicing grades Pre-k-5.
- Responsible Staff Members: Principal, Assistant Principal, Grade and Lead Teachers.
- Implementation of Time Line: August 2011- June 2012

Activity #2

- Observations: Administrative staff will participate in short, frequent observational cycles utilizing a rubric driven evaluative framework. This framework will provide clear suggestions for pedagogical next steps as well as provide both teacher and administration a lens by which to measure evidence of teaching and learning.

- Target Populations(s): Teachers in grades Pre-K-5 with specific focus on our untenured staff.
- Responsible Staff Members: Principal, Assistant Principal, Network affiliates.
- Implementation of Time Line: September 2011- June 2012

Steps for Involving Teachers in the Decision Making Process

- Teachers Teams (grade level and across grades) will meet with administration to decide on i-learn webinars reflective of professional next steps and delivery of feedback.
- Teacher Template which will provide a rubric driven evaluation of observable Teaching and Learning behaviors within a classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Our Parent Coordinator works closely with parents and staff in order to ensure a pro-active parent support system within the school.
 - Training and materials on the topic of rubric driven assessments will be disseminated to the parents via the S.L.T. and P.T.A. meetings as well as our ongoing monthly Parent Workshops. During these sessions parents will review the newest lens by which administration will access evidence of teaching and learning.
 - Information regarding rubric driven instruction will be posted on our school's website in an effort to broaden our school's outreach efforts.
 - As always translators will be available in order to ensure that all parents are provided high quality information in their preferred language.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- Professional Development will be provided to teachers during the first two days in September. Teacher needs will be base lined and prioritized both individually and school wide using the DOE i-learn survey.
- Administration will work with Grade Leaders to discuss opportunities for professional next steps and feedback.
- Non-tenured teachers will work with administration and teacher mentors to ensure that their individual needs are addressed and supported.
- Both tenured and non-tenured staff will be offered the opportunity to utilize the Component A option of the UFT contract in lieu of a formal in classroom observation. It is important to note that all non-tenured teachers will receive two additional formal observations as mandated by the UFT contract. In all cases opportunities to explore pedagogical concerns and next steps will be provided by administration. Any other teacher questions and concerns will be handled on an as need basis.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Professional instructional materials to support pedagogical excellence during and after the school day. (FSF, Title I, Title III Immigrant)
- HQ allocations will be used to provide coverages and Professional Development Opportunities to all staff , when applicable. (Title I, Contract for Excellence)
- Teacher per session (two to three hours per week) to support CCS and performance bundle initiatives. (FSF, Title I, Title III)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2012 100% of all classroom teachers and supplemental service providers will participate in Collaborative Inquiry work reflective of the CCS in the content area of literacy and math in order to utilize student data to drive instruction. This will result in students demonstrating movement toward grade level performance targets as evidenced by task driven performance assessments, student work samples and lesson plans.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - State assessment results, including items skills assessments
 - Peer Reviews
 - Annual School Reports
 - ARIS System
 - Quality Review
 - Progress Report/Learning Environment Survey

- DAA School Profile Reports

After conducting a review of the reports above it was determined that there continues to be a need:

- For Teacher Teams to continue to review and utilize student data to drive instruction within the classroom in order to ensure that targeted instruction is provided to our most at-risk students inclusive of ELL's, former ELL's, and Students with Disabilities.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: PD will be provided to all teachers in areas of Data Driven Instruction including ARIS, Interim Assessments, E-CLAS, Universal Design of Learning, Performance Based Assessments and next steps, rubric driven evaluations and writing smart goals (IEP's).
- Target Populations(s): Teacher Teams and Supplemental Service Providers in grades K-5 working with at-risk students inclusive of ELL's, former ELL's and SWD's.
- Responsible Staff Members: Principal, Assistant Principal, Data Specialists, Teacher Leaders and Grade Leaders.
- Implementation of Time Line: September 2011- June 2012

Activity #2

- Creation of Long and Short Term Instructional Goals for Students: This year's long term goals will include Chancellor's Initiatives in Literacy and Math. Collaborative Inquiry Teams will meet to discuss their students' needs based on the most current data. A Short Term Goal in Math and/or Literacy will be generated. The focus of the Short Term Goals pays particular attention to our most at-risk learners, ELL's, former ELL's, and SWD's. Within the six week data cycle teachers will share and provide feedback on student work samples, interim assessments and differentiated instructional tasks. These discussions will in turn begin the next six week short term goal focus
- Target Populations(s): Teacher Teams working with at-risk students inclusive of ELL's, former ELL's and SWD in K-5.
- Responsible Staff Members: Teachers, Grade Leaders, Data Specialists, and Administration.
- Implementation of Time Line: September 2011- June 2012

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet on and across grades in teams to gather and review data generated from Periodic Assessments, Student Work Samples, Performance Assessments and ECLAS.
- Staff will determine Short Term Goals based on student performance on Periodic Assessments, ECLAS, Performance Tasks and Student Work Samples.
- Agendas/Minutes and Historical Data Information will assist teachers in next steps for students and teachers.
- Periodic Assessment Dates- November 2011, January 2012, March 2012, ECLAS Fall 2011 and Spring 2012, Performance Assessments December 2011 and March 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will be provided ongoing training and materials throughout the school year in order to ensure that parents, students and teachers are familiar with the expectations of the Chancellor and the mandates set forth by the Department of Education for the 2011-2012 school year. Workshops will be provided to parents via school, staff, CBO's and District 21's CEC to address the Common Core Standards, specifically but not limited to literacy and math. Some of these workshops include but not limited to:

- CCS training
- Using ARIS
- Differentiated Instruction
- Task Driven Instruction
- How to better help your ELL/SWD child
- An IEP Smart Goal

- Teachers will participate in this initiative by providing the following:

- Monthly parent letters reflective of classroom action plans and goals for the month.
- Posting additional parent resources relative to class wide happenings on the school website, providing ongoing opportunities to meet with parents (lunch/prep periods) in order to ensure the home school alignment in relation to student accountability, academic performance and ongoing progress.
- As always translators will be provided in order to ensure parents are provided the necessary supports to best meet the needs of their children.
- P.T.A., S.L.T members will provide ongoing feedback to school staff in order to ensure that the needs of our parent community are being met.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- Professional Development in the areas of Data Driven Instruction – specifically focused on the CCS in Math and Literacy will be provided throughout the school year beginning in September 2011.
- Subject specific Lead Teachers will be identified in order to provide model lessons, assist with instructional planning and work with teachers to baseline students most in need of additional support.
- The Teacher Resource Center will continue to serve as an on-site resource where teachers can gain access to professional literature, instructional supports and sample templates to best meet the needs of their children.
- Monthly Grade Meetings will provide teachers an opportunity to work collaboratively with administration to address new initiatives inclusive but not limited to CCS, Performance Tasks, Differentiated and Rubric Driven Instruction.
- Where applicable mentor teachers are assigned to assist with supporting struggling teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - At-Risk students inclusive of ELL's, former ELL's and SWD's participate in After School Enrichment/Remedial programs which support the Day School instructional program.
 - Organizations including Sylvan Learning Center, Coney Island Hospital, Parent to Parent NYS, work with Parent Coordinator and parents to ensure that all areas of child development are addressed which in turn will ensure the academic and socio-emotional well being of our students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Supervisor Per Session (3 days per week) for Inquiry, After School Programs. (Title I)
- Teacher Per Session (3.4 days per week) for Data Inquiry, Professional Development Planning, After School Programs.(FSF, Title I, ARRA RTT Data Specialist, ARRA RTT Citywide Inst Exp)
- Professional instructional materials to support curriculum during the regular school day.(FSF, Title I, Title III Immigrant)
- Consumable instructional materials for use during extended day program. (FSF, Title I, Title III Immigrant)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2012 50% (18:36 K-5 classroom teachers inclusive of science, music, and dance clusters), in an effort to demonstrate movement toward college readiness as well as to expand the boundaries of the classroom, will integrate the use of technology into their instructional lessons. This will be evidenced by lesson plans, professional development agendas/attendance logs, student work samples and administrative observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Grade 3 & 5 Holdover Portfolios
 - ARIS System
 - Collaborative Inquiry Teams – Agendas/Minutes
 - Performance Tasks
 - Annual School Report Card
 - Progress Report/Learning Environment Survey
 - IEP Goals
 - Observations

A review of the above reports suggests there is a need for both teachers and students to become digitally literate as they gather information; connected to experts and accessed real time data. Through different level of questioning, students will learn how to synthesize, analyze and evaluate this media driven world of information. Students will learn to communicate and collaborate with each other both within and outside the school boundaries, as they come up with solutions to problems.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity #1

- Professional Development:
 - o In order to ensure technical mastery of multi-media devices, specifically but not limited to Smart Boards teachers will receive full day and partial sessions of hands on training (internal staff and contracted vendors) throughout the school year (August-full day), (November-full day), February, March
 - o , May and June.
 - o Teachers will be provided with workshops designed to enhance their understanding of Depth of Knowledge, Differentiated Task Driven Instruction and Computer Assisted Instruction.
 - o This will provide for classroom instruction and lesson plans focused on the development of critical thinking and problem solving skills aligned with the CCS.

- Target Populations(s): Classroom, Cluster and Supplemental Service Providers working with students in grades K-5.
- Responsible Staff Members: Administration, school technology staff, outside providers: Tequipment
- Implementation of Time Line: August 2011- June 2012

Activity #2

- Teacher Made Units of Study – As the CCS Instruction is required to delineate a more global scope of instructions, students will utilize laptops/desktops, smart boards and multi-media devices to produce the required assignments and/or Performance Tasks. These assignments will be a reflection of Universal Design of Learning which will ensure a global, technologically integrated deepening of the curriculum specifically in the areas of ELA/Math. The above model pays particular attention to the needs of the individual learner and as such will provide for scaffolded instructional activities which will support our most at-risk students inclusive of ELL's, former ELL's and SWD.
- Target Populations(s): Students in grades K-5 inclusive of ELL's, former ELL's and SWD.
- Responsible Staff Members: Administration, Grade Leaders, Teacher Leaders, Classroom Teachers Supplemental Service Providers and ESL Teachers.
- Implementation of Time Line: November 2011- June 2012

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet horizontally and vertically to access additional supports and instructional next steps required to further develop the technological skills required to meet the current CCS, Chancellor's Initiatives and student work samples.
- Together will administration staff will review units of study reflective of the UDL model in order to determine their alignments with the CCS, specifically the utilization of technology to support the at-risk learner as well as expanding the boundaries of the classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Technological roll out for parents will include a 3 tier process.

- Tier I – Parents will be provided workshops and training on the areas by which we will interject technology into the classroom. Opportunities for parents to utilize smart boards, lap tops and other media devices will be incorporated into these workshops.
- Tier II – Utilizing technology to gain access to student information will drive a series of workshops for the parents. ARIS, the school website and instructional support on line resources will be explored with the parents so that they may use these venues within the home. Parents will be made aware that the utilization of technology broadens the opportunities for empowering parents within the school community. Parents can track, question and gain an in depth understanding of their child's academic performance.
- Tier III – Parents will explore internet safety specifically social media and the need for parents to be armed with information regarding cyber bullying, internet predators and inappropriate websites students often times frequent without parents consent.
- Our student teachers, parents (P.T.A., S.L.T.) will provide us ongoing feedback regarding the success and/or modification required to ensure the success of our goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- Technology specialists will assist teachers with the day to day skills required to use a variety of multi-media devices within the classroom.

- Professional Development will be provided by contracted vendors (Tequipment) in order to maximize the utilization of smart board technology and multi-media devices during the instructional day.
- Lead Technology Teachers will provide P.D. to teachers in an effort to share Instructional Best Practices and “How To” training sessions to teachers requiring additional support or enrichment.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Reso A funding provided by our Councilman will provide the fiduciary supports necessary to provide students with laptops, desktops, and smart boards.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Computer Technician – three days per week to provide teacher support and troubleshooting during the school day. (FSF)
- Per Diem funds set aside in Galaxy provide teacher coverage during Professional Development sessions.(Title I, Contract for Excellence)
- Site license to support instruction during the school day.(Title I)
- E-Chalk. (Title I)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2012 a 55% (8:15) of our grade 3 students with disabilities (inclusive of our grade 3 ICT and our 12:1 self-contained bridge class) will demonstrate movement toward proficiency in the ECLAS-2 sub strand of reading accuracy/comprehension, as well as movement toward proficiency and the meeting of AYP targets in the area of literacy. This will be evidenced by ECLAS-2, (a comparison of Fall 2011 and Spring 2012) and/or comparable IEP Literacy Goals, conference notes, student work samples, running records and WRAP results.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - ECLAS-2
 - Progress Report/Learning Environment Survey
 - SESIS student reports
 - ITA's
 - School Report Cards (NYS)
 - NYSESLAT
 - Collaborative Inquiry Teams – Agendas/Minutes
 - Student Database

After conducting a two year turn around analysis and reviewing the reports (see above) of student performance data on state assessments it was determined that although we are evidencing steady increases in student proficiency in Math and Science and NYSESLAT Exams we are beginning to see a disparity between the performance of our SWD, some of whom are ELL Learners and our General Education population, (inclusive of ELL's and former ELL's in ELA). As a result we have made "The Progress" for our SWD subgroup a priority for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: P.D. will be provided on the following topics:
 - Task Driven Differentiated Instruction
 - Depth of Knowledge
 - Rubric Driven Assessments with a focus on grade level common core standardization and utilizing data to drive and scaffold instruction.
- Target Populations(s): Teachers in grades K-5 with a specific focus on those servicing SWD and ELL's
- Responsible Staff Members: Administration, Content Specific Lead Teachers, Data Specialists and Network Support Staff (P.D. Opportunities)
- Implementation of Time Line: September 2011- June 2012

Activity #2

- **Collaborative Units of Study in Literacy Driven by CCS:** Together with their grade specific colleagues, teachers will begin to use UDL to create lessons which will develop the necessary skills to master and/or increase the performance levels of students in the sub strand of reading accuracy and comprehension. These lessons will provide maximum student support, via multi-level entry points as well as tiered instruction. Differentiated task driven activities will ensure that our most at-risk students SWD, ELL's and former ELL's are provided the scaffolding required to ensure that they meet grade level performance targets. Supplemental service providers in ELA as well as ESL and SETTS providers will work with students and classroom teachers to provide on-level instructional activities that foster opportunities for success throughout the activity.
- **Target Populations(s):** Teachers and supplemental service providers who are working with SWD (ELL's).
- **Responsible Staff Members:** Administration, Grade Leaders, Teacher Leaders, Supplemental Service Providers (ESL, Literacy, SETTS) and classroom teachers.
- **Implementation of Time Line:** November 2011- June 2012

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet as a grade to review student data gathered from ITA's, ECLAS, monitoring for results, student work samples, inclusive of rubrics, conference notes and student/teacher next steps.
- Teachers in collaboration with the principal have determined that 8:15 grade 3 students with disabilities would demonstrate movement towards proficiency in the ECLAS-2 sub strand of accuracy/comprehension as well as movement toward meeting AYP targets in the area of Literacy.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - In an effort to assist with high needs targeted students we will endeavor to ensure training and provide materials which will specifically target the parents of Students with Disabilities. Workshops will be provided through the lens of these students and their unique and challenging needs. The Parent Coordinator in consultation with S.L.T. and P.T.A. will arrange parent workshops provided by Special Education teachers, ELL teachers and content specialists who will provide different activities targeting the strengths of our ELL and SWD students.
 - Parents will be taken through the process of Differentiated Task Driven Instruction as a means of sharing the student expectations required of their children. Further workshops will explore the creation of IEP's in order to ensure that parents are aware of their rights under and the requirements a school must fulfill to insure their compliance within this process.
 - Monthly parent letters, Parent Teacher Conferences, Open School Week and Parent Teas will seek to provide parents access into their children's classrooms so that they gain a familiarity of routines, rituals, and academic expectations of their students each and every day.
 - The school website will continue to serve as a resource to parents specifically the at-risk student as it affords parents links to sites that support the SWD and ELL population. (In their preferred language)
 - The S.L.T. and P.T.A. will serve as a source of parent feedback and modifications to our parent outreach efforts will be made as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- As we continue to attract high quality teachers, it is our responsibility to provide the support necessary to maintain an exemplary staff.
- The on-site assistance, as well as meets with teachers to assist in planning and provide opportunities for model lessons to teachers who wish to gain a mastery of the new State mandates.
- Professional Development will be provided to teachers. The focus will be on Common Core Standards in Literacy/Math.
- In an effort to begin professional development immediately upon teachers arrival, we will conduct a teacher needs survey and program assessment. Teacher needs will be base-lined and prioritized in order to best meet their needs throughout the school year.
- A calendar will be provided to teachers in order that they are better able to prepare the necessary student work samples which will be discussed as it pertains to topic. In addition to mandated professional development sessions, after school or lunchtime professional development will be made available to those teachers who are interested.
- Lead teachers will be identified in order to provide model lessons to teachers in the utilization of the new curriculum manipulatives and curriculum rollout.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Universal Pre-K provides explicitly, systematic instruction in phonics, fluency, vocabulary, and motivation to read which will ensure that our Pre-K students will be provided with a seamless transition into the primary grades.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Universal Pre-K (Pre-K Title I, Universal Pre-K)
- Highly Qualified/ Professional Development Allocations (Title I, Contract for Excellence)
- Per Diem (Title I, Contract for Excellence)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.



ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	2	0	OT-0 PT-0
1	4	0	N/A	N/A	1	0	0	OT-0 PT-0
2	7	23	N/A	N/A	0	1	0	OT-0 PT-0
3	20	0	N/A	N/A	0	0	0	OT-0 PT-0
4	36	28	0	0	0	0	0	OT-0 PT-0
5	12	14	0	0	0	0	0	OT-0 PT-0
6								
7								
8	<u>Speech –</u>	<u>Grade ½ Bridge</u>	<u>1 student</u>					
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>Supplemental Reading/Writing</u> 1- At-risk students are provided with remediation in inclusive of content area literacy (reading & writing) via a push in/pull out model of instruction. Services are provided 3 to 5 times a week during school hours. The teacher provides a variety of activities, which are differentiated in order to address the needs of all students. Ongoing articulation between funded and classroom teachers ensures the instructional alignment of the educational program. Funded teachers bolster the home/school link by providing monthly workshops, monthly parent letters that are sent home in order to provide parents with curriculum updates, class happenings and areas of concentration. The school's website is available to parents in order to provide additional suggestions and tools for use at home with their children. Teachers utilize this site as an additional opportunity to provide information to parents which provides activities for parents to use with their children in order to increase student achievement levels (October 2011-June 2012). An after school ELA/ESL program provides students in grades 3-5(inclusive of Special Ed and ELL) differentiated instruction in the area of skill/strategy building and writing. This program incorporates all content areas with a focus on Social Studies/Science specifically. Program hours – Tuesday/Wednesday/Thursday, 1.5 hours. 2- For students in grades K-5 (inclusive of SWD's and former ELL's) Wilson and Great Leaps Reading, Foundations (K-2) instruction services are provided to students. As stated this service supports students who need to further develop their letter/sound recognition, phonemic awareness, and fluency/accuracy. This service is available during the school day; two to five days per week for approximately twenty to thirty five minutes during the months of October 2011-June 2012.</p>
<p>Mathematics</p>	<p><u>Supplemental Math</u> 1- At-risk students are provided remediation mathematics via push in/pull out model of instruction. Services will be provided 3-5 times per week. Students are provided with intensive skills-based instruction in grades 3-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the education program and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops, which provide them with activities to use with their children in order to ensure student progress (October 2011-June 2012). An after school math program will be provided (pending funding) to students in grades 3-5 (inclusive of Special Ed and ELLs). The program focus will include computation and problem solving exploration. 2- For students K-5 Great Leaps Math provides students additional support in the areas of Mathematical Computation. This program is available two to five days per week based on identification of need.</p>

Science	<p><u>Science</u> –</p> <p>1-Upper (grades 3-5) and lower (grades K-2) levels the science cluster teacher who has identified students in danger of not meeting State and/or grade appropriate performance targets provides individual and/or small group instruction.</p> <p>2- Science standards and student individual needs are targeted via hands on exploration and content based literature, which is used to ensure student success (January 2012-June 2012). Additionally, additional assistance is provided during AIS, period 3 where applicable.</p>
At-risk Services provided by the Guidance Counselor	<p><u>Guidance</u> - works with students targeted by teachers, SAT team and parents who are in need of these services. The counselor also provides service to at-risk students who are having difficulty adjusting to their educational programs and special education children whose IEPs mandate guidance services (September 2011-June 2012)</p>
At-risk Services provided by the School Psychologist	<p>Psychologist provides at-risk counseling to students in order to focus on issues of the socio-emotional domain that impedes the academic progress of students (September 2011-June 2012).</p>
At-risk Services provided by the Social Worker	<p>Social worker provides at risk-counseling and community outreach to families of AT-risk students as well as families in crisis (September 2011-June 2012).</p>
At-risk Health-related Services	<p>Vision and hearing screenings are provided to students by the Department of Education as well as family assistants within the school (October 2011-June 2012).</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Wendy Karp	District 21	Borough Brooklyn	School Number 253
School Name PS 253 The Ezra Jack Keats Magnet School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lisa Speroni	Assistant Principal Brenda Acevedo
Coach N/A	Coach N/A
ESL Teacher Katherine Angelakos	Guidance Counselor Danielle Susskind
Teacher/Subject Area Yelena Moldavskiy - ESL	Parent type here
Teacher/Subject Area Melissa Musman - Data	Parent Coordinator Gina Dacchille
Related Service Provider Esther Kahana	Other Cluster Leader - Jose Ruiz
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	737	Total Number of ELLs	195	ELLs as share of total student population (%)	26.46%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here
Part II- ELL Identification Process

1. As mandated in NY CR Part 154 and highlighted in the EPIC Facilitator's Guide, all new admits to P. S 253 are screened according to the LEP Identification Process. The ESL licensed pedagogues Ms. Moldavskiy, Ms. Angelakos and Ms. Haber initiate the process (within 10 days of the admit date) with the assistance of the Pupil Accounting Secretary, Parent Coordinator, and paraprofessional translators: Ms. Bansal (Urdu, Hindi), Ms. Sparavola or Ms Keller (Russian), Ms. Matias (Spanish) Ms. Caram (Arabic, French) and Ms. Deng (Cantonese). If necessary, the assistance of the Translation and Interpretation Unit is contacted for assistance when needed.
*Appendix K -Assurance Selection of New Students Intake process is in place to verify intake process.

o If the student is a first-time admit to the NYC Dept of Ed the following intake process is in place: the HLS is given in the parent/guardian's preferred home language with the ESL pedagogue and translator. The parent/guardian signs and dates the HLS. Subsequently, an informal student interview is conducted. The student's home language code is determined based on the assessment of the information collected from the HLS in conjunction with the informal student interview. If the language is identified to be a home language code other than English during this process the student is then eligible for LAB-R testing and the following occurs:

- The ESL coordinator records the information from the ATS admissions notice and biographical data onto the "LEP Identification Roster" (by grade) for LAB-R testing and transcribes the student's biographical data onto the LAB-R scan grid. Once the LEP identified students are tested (individually or in a group) by grade/level within the 10 days of admission, the date administered is bubbled onto the LAB-R scan grid. The LAB-R grids are then hand scored and transcribed onto the "LEP identification Roster"; language proficiency is determined by the cut-score matrix: Beginner, Intermediate, Advanced or Proficient.
- In the event that a student is ELL identified and the OTELLE code is Spanish the student is subsequently administered the Spanish LAB. The grid is hand-scored and the score/percentile is transcribed onto the "ELL Roster 2011-2012."

*The Fall 2011 LAB-R and Spanish LAB grids were packaged and delivered with the Principal's certification on October 5, 2011 to the Regional Testing Site for scanning.

o If the student transfers from a NYC Public School the student is screened for LEP identification by reviewing the following data on while awaiting the student's cumulative record:

- ATS Notice of Admission (QADM)
- Exam History Report (REXH)

The LEP status is the following:

-LEP entitled for ESL services (student's bio information and test history (LAB-R and NYSESLAT results) are transcribed onto the "ELL Roster 2011-2012" for ESL preliminary grouping.

-non-entitled / the Lab- R

-non- entitled/ NYSESLAT/Transitional

(The student scores at or above proficiency on the 2010 or 2011 NYSESLAT and therefore is entitled to transitional services by funded personnel and time accommodations (time and half) on NY City/State tests for 2 years. Additionally, these former LEPs are encouraged to participate in The After School Title III Program, which is designed to provide transitional support in the core academic subjects.

- o If the student is identified proficient in English after assessing the HLS and informal student interview the LEP identification process ceases, the OTELLE code is NO, ESL personnel sign off on the HLS, the original HLS is placed in the cum and a copy is kept on file in the main office.

In September, NYSESLAT results from the previous school year are examined to determine eligibility and proficiency level. The data of The NYSESLAT Combined Modality Report (RNMR) is reviewed for ELL grouping in order to drive instruction. The following letters are sent to parents/guardians:

Appendix H- Continued Entitlement - 2011 NYSESLAT

Appendix C-Transitional/not entitled - 2010 or 2011 NYSESLAT

Program Selection Process:

2. In September the parents/guardians of newly admitted ELLs are notified of their child's LEP status as a result of the Fall LAB-R. Entitlement letters (Appendix C) (in the parent's preferred language in a legal size envelope labeled "Very Important") are sent home to parents/guardians informing them of their child's entitlement to ELL services, and inviting them to attend one of the group Parent Orientation meetings in September in order to exercise their right to choose one of the three language programs offered in NYC. *The letter has a tear off sign/date return receipt, which upon return is attached to the copy on file for record keeping.

The Parent Orientation Meeting:

- The Parent Orientation Meeting: (Model B)

In September, Parent Orientation meetings are conducted by the ESL coordinator, ESL teachers with the support of the parent coordinator and translators (in house and the Interpretation unit). *one to one and small group meetings are on going as new admits are ELL identified

- Parent Orientation Resources:

- o Agenda*
 - o Sign in sheet for each language group, including English
 - o Laptops
 - o Orientation DVDs for each language group, including English
 - o Translated ELL program brochures
 - o Parent Survey/Program Selection Forms, including English
 - o Interpreters for each language group
- Agenda
 - o Parent sign in sheet by language group and are provided the agenda, ELL program brochure for the three ELL programs is offered in their home language.
 - o Parents are grouped by language with the translator in the library during the Orientation meeting:
 - o Welcome and Introduction by ESL and Parent Coordinator
 - o Introduction to and information regarding the three ELL Programs: program format, mandated hours, empirical research, bilingual class formation (15 or more students in one or two contiguous grades with the same home language), TBE by default, mandated ESL services if program is not available, list of schools in the district offering other bilingual programs.
 - o The Parent Survey and Program Selection Forms are distributed to each language group.
 - o Parents view the parent orientation DVD in their language group with the translator and ESL pedagogue.
 - o Parents complete the Program Selection forms with the assistance of the translator for clarification of information or questions.
 - o The ESL Coordinator reviews the Parent Surveys and Program Selection forms for each language group for completion (of the survey, parent choice, signature and date) in order to place students in programs based on parent choice.

*ESL Coordinator signs off on program placement after student is placed in ELL Program.

o The Parent Surveys and Program selection forms are copied; the original is attached to the HLS and Entitlement letter (Appendix C) in each student's cumulative record. Program choice is recorded onto the ELL Roster 2011-2012.

*Follow up- parents who did not attend the Parent Orientation meeting are contacted by phone by the ESL coordinator/translator to attend either one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child.

* In-house TBE list by grade and language is put on file.

3. The following appendixes are also sent to parents indicating their child's placement according to the Spring 2011 NYSESLAT and Fall 2011 LAB-R scores (hand scores).

*The Fall Lab R scores are cross checked against the (RMSR) report once generated in ATS.

*All Appendixes have a tear off sign/date return receipt, which upon return are attached to the copy on file.

• The letters (appendixes) listed below are completed, copied and sent home with a tear off return bottom (to assure receipt of notice.) The letters are sent home with the student in a legal size envelope labeled "Very Important". The photocopies are kept on file in the ESL coordinator's room to ensure ELL compliance; this in-house system is in place to confirm that the information was given to the parent/guardian. Upon receipt of the signed/dated return slip the ESL coordinator attaches it to the copy on file.

o -Appendix H- NYSESLAT 2011 Tested out/ Transitional

o -Appendix G- NYSESLAT 2011 Continued Entitlement

o -Appendix E- Fall LAB-R 2011 Non- Entitlement

o -Appendix C- Fall LAB-R 2011 Entitlement Letter/ Parent Survey/Program Selection

* ELL Parent Choice Update (ELPC) is entered in ATS.

4. As mentioned above the criteria used for ELL placement is the parent selection form which is completed after the informative parent orientation meetings. Parent requests are reviewed for:

- Preliminary program formation Transitional Bilingual, Dual and/or ESL

- List of schools in the District which offer the ELL language programs if unavailable for formation at the school.

- Parents who have not exercised their option are contacted by via phone, letter in their native language. (TBE by default).

5. The trend in P.S 253 continues to be the selection of The Free Standing ESL Program in grades K-5; this has been reflected in the Parent Selection Forms for the last 2 years.

*2011-2012 Parent Survey/Selection: First choice

o Free Standing ESL Grades K-5 (53 parents)

o TBE French Grade 3- (1 parent)

o TBE default-Spanish- Kindergarten- (1parent)
Grade1- (1 parent)

o TBE default-Urdu- Kindergarten- (1parent)
Grade 2- (1 parent)

*2010-2011 Parent Survey/Selection: First Choice

o Free Standing ESL Grades K-5- (90 parents)

o TBE default-Uzbek Kindergarten- (1 parent)

o TBE default-Arabic Kindergarten- (2 parents)

o TBE default-Urdu Grade1- (4 parents)

6. P.S 253 has a Free Standing ESL Program in grades K-5. Our program fully complies with Part 154 of the Commissioner's Regulations.

Part III: ELL Demographics

A. ELL Programs

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

Page 29

K * 1 * 2 * 3 * 4 * 5 *

6 ● **7** ● **8** ● **9** ● **10** ● **11** ● **12** ●

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained			1											1
Push-In	1	3	0	4	2	2								12
Total	1	3	1	4	2	2	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	237	Newcomers (ELLs receiving service 0-3 years)	206	Special Education	45
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	0

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	206	1	38	31	0	7	0	0	0	237
Total	206	1	38	31	0	7	0	0	0	237

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	19	19	17	8	6								98
Chinese	0	0	0	0	0	0								0
Russian	5	6	5	2	5	6								29
Bengali	1	1	0	0	0	2								4
Urdu	14	5	15	11	3	6								54
Arabic	1	0	1	0	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	0	2	1	0	1								6
TOTAL	52	31	42	32	16	22	0	195						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Part IV: ELL Programming and Scheduling

A. Programming and Scheduling Information

1. Instruction is delivered according to the units of support for ELL's according to proficiency level as mandated by NYSCR Part 154.

1a. P.S 253's instructional model for the 2011-2012 school year incorporates all 3 Free Standing ESL models: Traditional push-in, pull-out and self-contained.

1b. Content-Based Literacy ESL Push-In/Pull-Out

The content-based literacy ESL program is both push-in/pull-out; Our goal to integrate grade-level content knowledge into English language instruction thereby linking English Language Proficiency Standards to the Common Core Standards. Language instruction/literacy is taught in context; content instruction will therefore be more comprehensible to the ELL learner.

- The ESL providers in the push-in model are scheduled to service classes with a large population of ELLs, and which are heterogeneously grouped during the content/literacy block. Communication regarding instructional objectives, planning and articulation of the progress of the ELLs with the classroom teacher is vital for achieving academic success.

- The ESL providers in the pull-out model provide instruction to ELLs both in heterogeneous (Beginner/Intermediate) and homogeneous (Advanced) grouping. This model enhances instruction by sub grouping instruction within the group by proficiency level. This allows for differentiated tasks, key concepts, skills, strategies and vocabulary (tier words) enrichment in the areas of language/literacy and content instruction.

- Self Contained Grade -2

The self contained ESL class in grade 2 is heterogeneously grouped by newcomer and beginner proficiency levels and is serviced by an ESL certified teacher, whose expertise is in ESL methodology and instruction both literacy and content areas. The simultaneous pursuit of intensive English language instruction in all language domains in alignment with grade-level content knowledge in the Common Core Standards is cited in the research paper presented at the AFT Education Policy Forum "Why teach language with content?" as follows

- o How the brain acquires language
- o Content more accessible and comprehensible
- o Better use of time in a standards-based approach

*360 minutes of ESL language instruction is incorporated weekly.

2. All of our certified ESL providers service our ELL population the mandated minutes for each proficiency level in accordance with CR Part 154.

- o Beginner /Intermediate students -360 minutes of ESL instruction per week.
- o Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction in the classroom per week.

3. Content-Based Literacy Instruction

- The Content-Based Literacy program incorporates language, literacy and content in context. Content enriched curriculum is introduced

A. Programming and Scheduling Information

thematically and integrated across all curriculum areas. The template for instruction is the workshop model. The curriculum is in alignment with the ELL standards and grade specific initiatives.

-In grades K-5 the instructional goals of the lessons are met through thematic planning in collaboration with the classroom teacher: each lesson is adapted to the ELL group (grade and proficiency level). Content, language strategies/modalities and /or teaching points are introduced in mini-lessons implemented during active engagement in guided or independent grouping.

: Listed below are some instructional approaches and strategies that are implemented to make content comprehensible in the cognitive process:

- Mind map (facts we may already know about the topic)
- Word banks and vocabulary related to text (highlighting key vocabulary concepts in text)
- Focus question prior to content text
- Tier vocabulary (illustrations, diagrams, charts etc.)
- KWL chart, graphic organizers etc.
- Native language glossaries and dictionaries (illustrated)
- Web sites
- Word association tasks before and after reading text
- Visuals
- Modeling of language structure in text

4. The only form of native language assessment that is available to our ELLs is the Spanish LAB, which is given to LEP identified students who identified as such on the Lab R and whose home language is Spanish.

*informal native language samples in L1 Proficiency may be used at a PPT if there is an indication of an LD issue in L2 Proficiency that may need further inquiry.

5. ELL instruction is differentiated by subgroups: proficiency level and task (content, process and context). Instructional support is a key part of differentiated instruction for ELLs in order to make language and content comprehensible in context. The literacy program Macmillan/Macgraw-Hill's Treasures Series' ELL component, which is aligned with the Common Core Standards, focuses on developing academic English by utilizing a robust curriculum (by infusing Bloom's Taxonomy) to guide instruction plans and differentiated tasks to target our ELLs academic and linguistic needs. ELLs are presented with readers leveled according to proficiency levels; activity books are used in conjunction with leveled readers for literacy skills practice. Students are given the opportunity to learn concepts, skills and information presented in a variety of ways according to their proficiency level. In addition, an array of other supplemental materials are integrated in low/high differentiated instruction, some of which are graphic organizers, tier words, writing templates, leveled rubrics, anchor papers (model for writing genre) etc.

-Our teachers are faced with a complex challenge. Research shows that literacy and language instruction should be integrated from the earliest language experiences. Research has also identified that it takes ELLs an average of 5-7 years to "catch up" to their native-speaking peers in the content areas. In an effort to close the gap between ELLs and their native English peers, our goal is and has been simultaneous student learning of BICS and CALP.

a. SIFE- (1 SIFE identified student in the ELL subgroup as of Fall 2011)

- SIFE students, in addition to mandated services participate in AIS (The Academic Intervention Program), which is period 3 in grades K-2 and period 4 in grades 3 -5 each day.

o The Foundations Wilson Language Basics program for Grades K-3 is utilized in small group (push-in instruction 2-5 students) by the AIS provider. This intervention program focuses on phonics, encoding and decoding strategies for at-risk students. In addition, Words Their Way, Word Study in Action Student Book and Word Study Notebook, Pearson Learning, which is a phonics and activity book program is used in this process.

o Mentors- SIFE students are matched to a "mentor" who have the same home language for peer support in translating directions, etc. in the classroom.

o Funded Math AIS (Level 1 and Level 2 in Math)

Materials used: Essential Strategies for Math Success, New York Math Open Ended Questions and 2012 New York mathematics rehearsal by Rally Education

o Title III After school- (Levels 1 and 2 on the ELA)

* ALL ELL SIFE students receive the mandated time of ESL instruction for their proficiency level by the ESL service provider.

b. Newcomers- (0-3 years)

A. Programming and Scheduling Information

-Newcomers (0-1 years)

Grade K-1 students receive AIS push-in instruction using Foundations Wilson Starfall.com interactive website and student activity books I

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
English:			
-Newcomers (less than 3 years)			
100%			
75%			
50%			
25%			
ELLs, who fall in the category of less than 3 years and 1 year or more in an English language system, are eligible for the ELA and participate in test prep for ELA testing and use test prep using the following material for grades 2, 4, 5:			
CARS			
Native Language Usage/Support	Dual Language		
- STARS			
100%			
- Buckle Down			
75%			
- Coach			
50%			
e. ELLs (4-6 years)			
25%			
ELLs receiving ESL services (4-6 years) and are			
Native Language Usage/Support	Freestanding ESL		
both in literacy and content areas. These students receive the same content instruction as their non-ELL peers, but are provided additional differentiated support after reviewing and analyzing assessment data. The activities integrate cognitive/metacognitive (Bloom's Taxonomy/Depth of Knowledge) and linguistic elements in the process; scaffolding (KWL chart), self- assessment of their understanding, differentiated questioning, visuals, graphic organization charts, concept maps (discourse patterns), tier II & III vocabulary, academic			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

* Academic intervention details is described in the Academic Intervention SED Requirement, Appendix #1.

d. ELLs (6 years)

-At this point in time, we do not have ELLs in this subgroup.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Our intervention program targets ELL students in need of additional support services in the following categories:

-Students who have not made progress as Advanced or Intermediate ELLs for 2 years in the modalities of reading and writing and/ or scored a Level 1 or 2 on the ELA and/ or Math exams.

-Small group instruction during AIS period 3 or 4.

-Small group instruction by funded pedagogues in Math and Literacy grades 3-5. (differentiation of task inclusive of Bloom's Taxonomy and Webb's DOK, test prep practice etc.)

- Afterschool Title III Program – supplemental differentiated instruction, comprehensive literacy and math program for ELLs Level 1 and 2 in Math and, or Literacy.

9. Transitional support for ELLs reaching proficiency on the NYSESLAT, who need additional support in the modalities of reading and writing. Nonetheless, our teachers (classroom and funded) provide transitional support evidenced by the following:

- Depth of Knowledge Tasks

-Evidence of Conferencing

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- Depth of Knowledge Tasks
 - Evidence of Conferencing
 - Student feedback related to student work
 - After school enrichment program in Literacy and Math.
 - Exposure to genres (informative, descriptive etc..)
 - Self-monitoring (rubrics related to tasks, anchor papers etc.)
 - Study skills (note taking, skimming/ scanning for important information, identifying important facts and details etc.)
 - Research (information via internet, library, current events, trade journals, periodicals etc.)
 - Series books
 - National Geographic Magazines: Young Explorer
- *Testing accommodations on all NY State Tests (Time and a half) for 2 years.
10. For the upcoming school year we have added theater to our arsenal of clusters. This addition was made in order to provide opportunities for students to further their decoding, speaking and listening skills. Additionally, this will allow for the utilization of our Reader's Theater series which encourages students to dramatize literacy pieces using dual modalities (fluency and comprehension) of instruction.
- As part of our technology expansion within the school ELL students will have access to varying multi-media opportunities including laptops, desktops and smart boards. CAI and group work will support the development of letter sound recognition in grades K-2 and build content knowledge and vocabulary in grades K-5. Opportunities for speaking and listening will be enhanced by using computer programs that allow students to hear appropriate diction, tone and syntax which they will begin to model during the instructional day.
11. As of this school year, The Rigby program, On Our Way to English, has been discontinued. The program no longer meets the needs of our ELLs in regards to differentiated support, academic rigor and curriculum.
12. ELLs are afforded equal access to all school programs. During the day, ELLs participate in the subject areas of music, drama, technology, dance and physical education. On Fridays, ELLs in grades 3-5 are enrolled in a club of their choice for periods 7 and 8 for the year. Examples of clubs offered are; science, math, dance, music, theater, cheerleading, and gym. Also, school-wide activities include the Scholastic Book fair (twice/year), Penny Harvest Project in the fall, and assembly presentations on Books of the Month and the Science

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English 

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

Math:	N/A			
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D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1-ELL personnel will continue to attend Network and DOE driven professional development opportunities. This will ensure a broad based scope of instructional techniques to support the ELL learner in all areas of instructional and school life. In addition to the above ELL teacher will utilize "I learn" a professional learning time for teachers. This computer driven initiative website allows teachers to identify the individual strengths and weaknesses and creates a plan of assistance to ensure movement through the new state driven professional learning domain. This year all teachers will be responsible for identifying two areas of pedagogical weakness, create a plan for improvement and participation in workshops that support their individual needs.

In addition to this self exploration all teachers inclusive of ELL providers will become familiar with the CCS in mathematics. Professional development will be provided by administration, lead teachers and network staff in order to maximize opportunities for rigorous instructional delivery and awareness of important student driven next steps.

Finally, ELL teachers will provide mandated training sessions of ELL training to all staff that have been identified as "in need". All teachers will articulate with ELL service providers on an ongoing basis to ensure that daily curriculum needs of our ELL and SWD students are met via grade level ELL P.D.'s surrounding the CCSm, performance tasks, and daily task driven activities.

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Communication about school programs and student progress is a two-way communication:

- 1) School-to-home:
 - a. Monthly parent letters from all service providers outlining classroom action plan and goals for the month.
 - b. Translated phone messenger of all parent and/or school events
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 - d. Information regarding all events, policies, and school activities posted with links on our school web site: www.ps253.org which translates into 52 languages.
 - e. Teacher driven parent meetings regarding child's performance and issues
- 2) Home-to-school:
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 - d. Parent participation in school decisions through PTA, School Leadership and school committees. Parent members are bilingual and are considered to be our "ambassadors" to the community.

2. Does the school partner with other agencies or Community based Organizations to provide workshops or services to ELL parents?

PS 253 has partner with 5 outside agencies:

1. Brooklyn Housing and Family Services
2. Nutrition Program with Cornell Cooperative Extension
3. Mad Science
4. Parent Workshop Series (4) Sylvan Learning
5. Brooklyn District Attorney's Office

And 4 Community Based organizations:

1. Understanding the new IEP's with Parent to Parent NYS
2. Parent bilingual computer classes with Good Shepard services at Grady High School
3. Parenting classes with Family Services Jewish Board
4. Adult ESL classes at Family Head Start

All of the above workshops had either bilingual presenters and/or staff translators available to meet the needs of our diverse parental community.

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

The needs of our parents are evaluated through various data sources:

- ATS
- Learning Environment Surveys
- CEP
- Quality Review report
- ARIS
- Parent Surveys and reflections

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Once the data is gathered and analyzed parent goals and action plans are implemented to support student learning and achievement, as well

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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- Depth of Knowledge Tasks
 - Evidence of Conferencing
 - Student feedback related to student work
 - After school enrichment program in Literacy and Math.
 - Exposure to genres (informative, descriptive etc..)
 - Self-monitoring (rubrics related to tasks, anchor papers etc.)
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 - Series books
 - National Geographic Magazines: Young Explorer
- *Testing accommodations on all NY State Tests (Time and a half) for 2 years.
10. For the upcoming school year we have added theater to our arsenal of clusters. This addition was made in order to provide opportunities for students to further their decoding, speaking and listening skills. Additionally, this will allow for the utilization of our Reader's Theater series which encourages students to dramatize literacy pieces using dual modalities (fluency and comprehension) of instruction.
- As part of our technology expansion within the school ELL students will have access to varying multi-media opportunities including laptops, desktops and smart boards. CAI and group work will support the development of letter sound recognition in grades K-2 and build content knowledge and vocabulary in grades K-5. Opportunities for speaking and listening will be enhanced by using computer programs that allow students to hear appropriate diction, tone and syntax which they will begin to model during the instructional day.
11. As of this school year, The Rigby program, On Our Way to English, has been discontinued. The program no longer meets the needs of our ELLs in regards to differentiated support, academic rigor and curriculum.
12. ELLs are afforded equal access to all school programs. During the day, ELLs participate in the subject areas of music, drama, technology, dance and physical education. On Fridays, ELLs in grades 3-5 are enrolled in a club of their choice for periods 7 and 8 for the year. Examples of clubs offered are; science, math, dance, music, theater, cheerleading, and gym. Also, school-wide activities include the Scholastic Book fair (twice/year), Penny Harvest Project in the fall, and assembly presentations on Books of the Month and the Science

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Additional Information

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
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 - a. Monthly parent letters from all service providers outlining classroom action plan and goals for the month.
 - b. Translated phone messenger of all parent and/or school events
 - c. Backpacked parent memos and workshop invitations with translations when possible.
 - d. Information regarding all events, policies, and school activities posted with links on our school web site: www.ps253.org which translates into 52 languages.
 - e. Teacher driven parent meetings regarding child's performance and issues
 - 2) Home-to-school:
 - a. Parent return of "Tell Me About Your Child" surveys sent home to each student in September. Translators were provided to assist parents upon request.
 - b. Welcomed and encouraged parent driven meetings with service providers regarding their child's progress. In house translators available to assist with communication. Staff members are fluent in 11 languages.
 - c. Parent reflections regarding workshop services and home learning activities.
 - d. Parent participation in school decisions through PTA, School Leadership and school committees. Parent members are bilingual and are considered to be our "ambassadors" to the community.
2. Does the school partner with other agencies or Community based Organizations to provide workshops or services to ELL parents?
PS 253 has partner with 5 outside agencies:
 1. Brooklyn Housing and Family Services
 2. Nutrition Program with Cornell Cooperative Extension
 3. Mad Science
 4. Parent Workshop Series (4) Sylvan Learning
 5. Brooklyn District Attorney's OfficeAnd 4 Community Based organizations:
 1. Understanding the new IEP's with Parent to Parent NYS
 2. Parent bilingual computer classes with Good Shepard services at Grady High School
 3. Parenting classes with Family Services Jewish Board
 4. Adult ESL classes at Family Head StartAll of the above workshops had either bilingual presenters and/or staff translators available to meet the needs of our diverse parental community.

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

The needs of our parents are evaluated through various data sources:

- ATS
- Learning Environment Surveys
- CEP
- Quality Review report
- ARIS
- Parent Surveys and reflections

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Lap Plan-Section E. Parent Involvement

1. Describe parent involvement in your school, including parents of ELL's.

Parent Involvement is rich and diversified within the PS 253 community. In the past 2010-2011 school year there were 40 parent engagement workshops and events with over 1300 parents in attendance (not including parent-teacher conferences), involving partnerships with 5 outside agencies and 4 community organizations.

The PS 253 philosophy is that only through school, family and community partnerships can there be increased knowledge on how the different types of involvement may affect children's learning and development.

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The needs of our parents are evaluated through various data sources:

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- Learning Environment Surveys
- CEP
- Quality Review report
- ARIS
- Parent Surveys and reflections

Once the data is gathered and analyzed parent goals and action plans are implemented to support student learning and achievement, as well

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	26	10	5	11	1	4								57
Intermediate(I)	4	16	15	11	4	5								55
Advanced (A)	14	4	25	11	12	17								83
Total	44	30	45	33	17	26	0	0	0	0	0	0	0	195

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	3	3	2	2	1							
	I	30	12	6	0	2	2							
	A	6	23	6	4	5	8							
	P	0	22	16	11	18	16							
READING/ WRITING	B	15	9	9	2	3	4							
	I	14	13	10	5	5	6							
	A	7	20	11	10	14	10							
	P	2	18	1	0	5	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	3		10
4	2	13	8		23
5	7	13	0		20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	7	0	3	2	1	1	16
4	1	0	7	2	13	1	2	1	27

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	10	1	6	0	4	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	18	1	1	2	27
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

B

1-We continue to utilize E-CLAS as our formalized assessment tool. The teachers in grades K-3 administer E-CLAS (whole or in part) twice during the school year (Fall, Spring). In addition to E-Clas students in grade 2 when applicable are administered the E-PAL Assessment in the Spring of each school year.

The utilization of these assessments enable us to:

- Identify the performance group between our Ell's within the General Education and Students With Disabilities population.
- Identify trends that may exist within our Ell population.
- Provide us an entry point framework to use in order to ensure differentiated task driven activiites for our students.
- Identify instructional areas which might require additonal Professional Development for the teacher in order to ensure appropriate delivery of instruction.

For the current school year we will be focusing on the following areas in grades K-2:

Our program currently is focusing on cultural centrication by identifying the student's native language and English language proficiency (language modalities-spotlighting their strengths and weaknesses) in order to best suit the learning of ideas, content and language. We have flexibility that allows for opportunities for student interaction with their peers that share the same native home language, as well as opportunities for interaction and support of students speaking languages other than their own. This develops patience, tolerance of others, sound skills and language. Together with the PTA, SLT, and Title I our parents have elected non native language exclusivity reflected in the Parent Selection Survey Forms.

Classroom teachers are continuing Monitoring for Results as a tool to monitor each ELL student's progress by using the Fountas, and Pinnell Benchmark Systems in grades K-5 assessments (September, February and May) this system identifies independent and guided reading levels, vocabulary development and reading comprehension tasks which are alaimed at putting each ELL child in prospective as to what development is needed to meet the designated literacy benchmark for their grade in all content areas as well ESL.

Our teachers compile the information from these informative resources to group, monitor and differentiate instruction (class/homework) for each ELL student, in this way their development over time and within the stages of language acquisition becomes apparent. This data then allows teachers to make instructionally sound decisions regarding teaching and learning.

- NYSESLAT Level and Conversion Scores in listening/speaking/reading/writing
- Authentic Teacher Assessments
- Treasure Series Assessments
- ITA's
- Math/ELA grades 3-5
- Predictive EI A and Math Assessments are used to predict student outcomes which serves to ensure that students are provided the most

Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Ezra Jack Keats Magnet Sch</u>		School DBN: <u>K253</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Speroni	Principal		11/10/11
Brenda Acevedo	Assistant Principal		11/10/11
Gina Dacchille	Parent Coordinator		11/10/11
Katherine Angelakos	ESL Teacher		11/10/11
Claudia Escoto	Parent		11/10/11
Yelena Moldavskiy- ESL	Teacher/Subject Area		11/10/11
Melissa Musman - Data	Teacher/Subject Area		11/10/11
	Coach		1/1/01
	Coach		1/1/01
Danielle Susman	Guidance Counselor		11/10/11
	Network Leader		
Esther Kahana	Other <u>Related Service</u>		11/10/11
Veronica Stepanoff	Other <u>Speech</u>		11/10/11
Jose Ruiz	Other <u>Cluster Leader</u>		12/16/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K253** School Name: **The Magnet School of Multicultural**

Cluster: _____ Network: **605**

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

Part A: Needs Assessment Findings

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

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

Part B: Strategies and Activities

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

In addition to our previously purchased translation software, Systran, we will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. It is our belief that this will bolster the home/school link and parent participation within the school. Our school website www.253.org translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We have purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school. Finally, in order to continue our efforts to bolster the home-school link we have purchased "School Messenger". This system will allow parents to receive communications in their native language on topics such as attendance, school news, upcoming school closures and parent meetings.

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

Posters are displayed in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator and included on our school's website.



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: The Magnet School of Multicult	DBN: 21K253
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of immigrant students (including ELLs) to be served: [][]

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

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

Total # of teachers in this program: [][]

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

As part of our Saturday Academy we will host a Family Literacy Night for all participating ELL newcomers/non ELL newcomers. This will serve as a culminating activity to model the strategies shared with parents during the Saturday Academy. As part of our ongoing commitment to the strengthening of the Home School Link we believe that the Saturday Academy will build school wide capacity, raise self esteem of parents and students involved in the program and ultimately result in increased student achievement required by the new CCS and college readiness expectations set forth by the Department of Education and New York State.

It is important to note that translators will be available in order to provide parents the dissemination of information in their preferred language.

Additionally all ELL related workshops will be provided by certified staff (approximately 12-14) in the areas of ELA, ELL, Math, social work and content specialists and or outside Professional Development vendors (with DOE vendor numbers).

Materials will include leveled books in a variety of genres, note taking materials, scissors, crayons and contact related materials (i.e. unifix cubes, magnifying glasses, puzzles, etc.)

Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Prior to the start of our Parent Academy, the Saturdays in December (December 3-December 31) will be dedicated to the Saturday Academy Workshop preparations and pre-workshop training. Our certified ELL teachers (2) will provide a four hour training session to participating teachers and parent support staff (i.e. Parent Coordinator, Psychologist) in order to support teachers in their instructional delivery to our immigrant parents and their children.

Part C: Professional Development

During this Professional Development the instruction will focus on:

- Social/emotional needs of immigrant families, specifically the children.
- Strategies to best convey content area information.
- Methods for sharing out information to parents.
- Weaving Tier I, II and III level vocabulary into all presentations for both parent and child.
- Sharing with ELL newcomer families and non ELL newcomer families a love of literacy and learning.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

In order to empower, support and provide for our newly arriving families within the P.S. 253 we have in consultation with S.L.T. and P.T.A. decided to create a Saturday Parent Academy. This academy will be composed of three tiers: Academics, Parenting Skills and Right to Know issues, School Benchmarks and transitions.

The Parent Saturday Academy will be open to all Pre-K-5 ELL families inclusive of SIFE,, newcomers, LEP and non ELL newcomers within P.S. 253. Registration will be held on a first come first serve basis. If the response to this academy is overwhelming we will select parents by lottery representing all grades Pre-K-5. If funding is available we will extend the program in order provide workshops to a secondary group of parents. As always translators will be provided when needed.

The academic portion of our academy will provide parents training via demonstration lessons, materials and make/take workshops. The instructional topics will include but not be limited to CCS, Performance Task Driven Instruction, Rubric Driven Instruction and grade level performance requirements.

Technology opportunities and training will be provided in order to ensure parents can gain access as well as understanding of ARIS, Acuity and Web Based Resources. In addition to the above an internet safety component will be included in the teaching scope and sequence in order to inform, and provide parents a clear understanding of the danger related to Social Media (i.e. cyber bullying, child predators etc.) Teachers, SAT staff, Professional Development Vendors and CBO's will conduct the parent sessions. The Parent Coordinator will be responsible for workshop coordination and will work closely with the parents to ensure the needs continue to be met.

Our Pre-K Social Worker will provide the venue for parent support training sessions which will ensure parents are aware of state/local parental expectations, support organizations available to parents in the area of medical treatment, family outreach and stress related issues which are often times are the result of their status as "newcomers" and/or immigrant families.

Begin description here:

The Saturday Academy will follow an eight week calendar beginning January 7th through March 10th from 8:30 A.M. - 12:00 Noon/8:00 A.M. - 11:30 A.M. (pending building permits)

This will allow for a plenary session and parent workshop

Each week two to four presenters will ensure a dynamic well rounded parent training opportunity.

Part D: Parental Engagement Activities

This academy will culminate with a Family Literacy Night (March 29, 2012; 6:00 P.M. - 8:00 P.M., May 3, 2012; 6:00 P.M. - 8:00 P.M.) for grades K-5. Parents and their children will have an opportunity to attend a workshop in the areas of Math, ELA, Science, Dance, Music and Drama. These workshops will be designed to inform, support and share instructional methodologies for parents to work on at home with their children.

Approximately twelve to fourteen teachers will host these family mini-academies.

In order to encourage family engagement we will provide a light snack each Saturday morning activities as well as the needed supplies to support this endeavor.

During Family Literacy Night a snack will be provided to families as well as make and take this to be shared at home among with their families.

In order to ensure program success we will review parent feedback with our S.L.T. and P.T.A. at the mid point and end of the program. We will share the results of the project with members of the school community via mailings, website postings, P.T.A. meetings, Parent Coordinator logs.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

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 (Must be clearly listed): <ul style="list-style-type: none"> Supplemental Additional curricular, instructional materials 		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		

**NYC DEPARTMENT OF EDUCATION
OFFICE OF ENGLISH LANGUAGE LEARNERS
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